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ABSTRACT

Contained in this report are the descriptions and evaluations of four EPDA Institutes (in Lansing, Phoenix, Mobile, and New York) and a Fellowship Program (at the University of Illinois) held during 1969-70 which focused on the language learning of disadvantaged children for whom English is a second language or dialect. Included are (1) an explanation of this project organization; (2) detailed descriptions of the project including course outlines, lists of study materials, comments by participants and fellows, and evaluation reports; (3) conclusions about each institute and the fellowship program plus a composite evaluation; and (4) appendices which contain letters to the staffs and the directors, an evaluation questionnaire, application forms, news releases and promotional materials, and directories of participants, guests, and staff members. (JMC)

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FINAL TECHNICAL REPORT ON THE SPECIAL EPDA INSTITUTE AND FELLOWSHIP PROGRAM IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES OR DIALECTS FOR STATE SUPERVISORS OF ENGLISH AND READING

AT: UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

DATES: OCTOBER 13, 1969 TO JUNE 30, 1970

SUBMITTED BY: ELDONNA L. EVERTTS

TE 001 947

SPECIAL EPDA INSTITUTE AND FELLOWSHIP PROGRAM IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES OR DIALECTS FOR STATE SUPERVISORS OF ENGLISH AND READING

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INTRODUCTION

"Teachers who understand the origin and nature of linguistic diversity can fruitfully help children (1) master whatever they need for prestige language to take advantage of contemporary arts and sciences, and (2) treat people who speak differently tolerantly."

James B. McMillan

The critical issues relating to all disadvantaged students represent the area with the greatest number of problems challenging American education today. Unfortunately, these problems are especially difficult to meet because they vary with the type of community in which the child finds himself as well as the immediate concerns of that particular child.

However, one basic issue is common to all areas although the solution need not necessarily be common to all. Language is crucial to the entire situation. Language development and its use in the urban ghetto or the rural South contrasts sharply to that in other areas. The disadvantaged child often speaks a variety of language which varies from standard dialect in vocabulary, pronunciation, and syntax. Yet that language is adequate and has structure. In the past there has been a tendency to ignore the difference in language development, and its use when planning a curriculum or instructional program in the various regions of the country. Programs were all too often much alike. Today supervisors, teachers and other educators are frequently aware of the varieties in language but still are not sure what the implications are for building educational programs.

Consequently, this project has explored and attempted to supply essential information which would assist state supervisors of English and reading in acquiring knowledge which would be useful as they plan in-service programs and conferences for teachers to help meet the critical issues involving the language needs of pre-school children and the disadvantaged. Since the target population for the entire project comprises children who speak English as a second language or dialect, attention was focused in particular on the children of migrant workers, the American Indian, the black individual in the south and north, and the Puerto Rican. At each institute members of the communities from which the target children come were invited as panel speakers and consultants.

The objective of the EPDA Institute and Fellowship Program in English for Speakers of Other Languages or Dialects for State Supervisors of English and Reading for which this final report is submitted had its beginning, in part, in the NDEA Institute for State Supervisors of English and Reading held in 1968-1969 under the cosponsorship of the University of Illinois and the National Council of Teachers of English under a grant from the USOE. The first Institute brought current scholarship on English, literature, language, composition, and reading to the state supervisor. The program for the second year continued to bring the latest information on dialect, second language learning, and other topics related to English or reading to the state supervisor.

The Institute for 1969-1970 was designed to strengthen the diverse professional qualifications of state supervisors of English and reading and to assist them to meet their responsibilities for the training of teachers who are currently employed in the public schools and for the development of new state programs and curricula. To achieve the objectives of the project, a series of institutes were planned enabling the state supervisors to gain a knowledge of language development and its use by the pre-school child and an understanding of differences in dialect and the problems this imposes for the disadvantaged child throughout the elementary and high school levels. During the institutes the state supervisors were encouraged to construct designs of promising programs which they could use with their new or experienced teachers in their states or to design other practical projects to be used within their respective states.

The design for this innovative program was a series of four one-week sessions held during the academic year, 1969-1970, in various sections of the United States; Lansing, Michigan; Phoenix, Arizona; Mobile, Alabama; and New York, New York.

Lansing, Michigan:	October 13-17, 1969
Phoenix, Arizona:	December 8-12, 1969
Mobile, Alabama:	February 2-6, 1970
New York, New York:	March 23-27, 1970
Fellowship Program:	February 2--June 9, 1970

During the institute series, language learning and differences in dialect that exist in the rural South, in the North, in inner cities of large metropolitan areas, and in the Southwest were the main topics explored in the lecture and practicum sessions. Course instructors, practicum lecturers, and consultants, who were scholars and educators, reviewed recent research and scholarship in English, language, and reading and the implication of this research and knowledge as it relates to educational theory and practice for curriculum development and supervision. New curriculum materials developed in curriculum centers and regional laboratories were

studied. The concerns and problems that arise as state supervisors fulfill their leadership roles received special attention. The institute included courses in the various content areas, practicum sessions, group discussion, and individual conferences. The fact that these institutes were located in various sections of the country was most fortunate. This enabled supervisors to attend who otherwise might not have been able to go elsewhere because of excessive travel costs.

The fellowship program, which comprised the second segment of the total project, was held at the University of Illinois. In addition to regular course work the fellows attended the New York Institute, visited a number of schools, and attended a special seminar during which they heard and visited informally with outstanding scholars, teachers, and administrators.

The planning and development of this project was greatly benefited by the cooperation of the U. S. Office of Education and its representatives. Members of the Washington staff working with this project have been most understanding and helpful on all occasions. The observations and comments that were offered prior to the institute contributed much to the success of the entire program. An adequate budget was provided so that with prudence there were no major areas of weakness.

The relations with the University of Illinois were most pleasant and cooperative at all times. From the time the proposal was first outlined, written, and submitted relationships with the academic offices and administrative and business departments were most harmonious. During the operation of the project and the preparation of the final report individuals were most pleasant and helpful. The Director is particularly grateful for the space which was provided for the fellowship program; lecture room for classes, staff offices, a large office for the visiting course instructor, director office, and ample storage facilities. Faculty members from the University of Illinois when invited to speak or meet with participants accepted graciously and contributed much toward the success of the fellowship. The chairman of the Department of Elementary Education was most cooperative at all times and accepted whole-heartedly the opportunity to speak to the fellows.

Because of its close affiliation with the National Council of Teachers of English, this project was fortunate in securing the services of many esteemed national scholars to serve in varying capacities at the institutes and fellowship program. Visits to the curriculum library of the National Council of Teachers of English, one of the largest special collection of books on the teaching of English generally available, were a feature of the fellowship program. Fortunate, indeed, it was that Robert Hogan, Executive Secretary, consented to be the associate director. He was available for consultation at various developmental stages of the project. In

addition, he gave an excellent address to the fellows and invited the fellows to his home .

The Director of this project found the meeting held in Washington, D. C. to be extremely helpful in planning the project. This meeting provided the opportunity to talk directly with the leaders in the U. S. Office of Education and with other directors planning similar or related programs. The opportunity at the Washington meeting to learn more about future programs and the organizational patterns with the U. S. Office of Education has been helpful. Because this meeting was most informative, meetings of this type should definitely be continued.

This final report must vary from the usual summary inasmuch as it contains a description of four distinct institutes plus the fellowship. The functions of all these comprise the total program. The same format is used for reporting the plan of operation for each separate institute and the fellowship program as for the total summary of all aspects of the program.

The first section of this report is a general introduction to the entire project--the institutes and the fellowship program. It explains the organization of "traveling' institutes and the fellowship program and the names of individuals contributing to these two segments of the program.

Part two begins with a broad general statement of all the institutes and then describes in detail the operation of each of the programs held in Lansing, Phoenix, Mobile, and New York, as well as that of the fellowship program on the University of Illinois campus. This section contains the institute programs, rosters of participants, course outlines, lists of study materials, and comments by participants and fellows regarding the program. Evaluation reports submitted by special outside evaluators are included for the Phoenix and Mobile institutes and the fellowship.

In the third section of the final reports are to be found the conclusions. These are given for each institute and the fellowship program together with a composite conclusions.

The fourth and last section of the final report comprises a number of appendices. In addition to the statistical information they supply, they indicate the chief difficulty of the project. Reading the correspondence, one can understand why attendance was low for each institute or the fellowship although state supervisors sincerely wanted to attend. Even the constant promotional activities were of little help. Future projects of this type must provide travel funds and more generous stipends for professional persons at the level of state supervision.

The following charts present an over-view of the project. The first presents the institute dates, places, topics, assistant directors, course instructors, and lecturers and consultants. The second chart lists the speakers and consultants for the fellowship program.

INSTITUTES

Date and Place	Assistant Director	Course Instructor	Lecturers and Consultants	
October 13-17, 1969 Lansing, Michigan	Dwight R. Smith	Ralph Robinett	Reuben Alfaro Harold B. Allen Richard Benjamin	Alan Hollingsworth Lois McIntosh Barbara Ort
December 8-12, 1969 Phoenix, Arizona	Robert E. Shafer	David DeCamp	Charles R. Beals John H. Chilcott Martha T. Davis	J. J. Lamberts William R. Slager Morrison F. Warren
February 2-6, 1970 Mobile, Alabama	James O. Turnipseed	Roger W. Shuy	Polly G. Caskie Bernice J. Causey Howard G. Dunlap Mary D. Gilbert	Kenneth R. Johnson James B. McMillan A. R. McVey
March 23-27, 1970 New York, New York	Robert J. Lacampagne	Albert H. Marckwardt	Virginia F. Allen Beryl L. Bailey Jerome Carlin Ann Carpenter Edward Carpenter	Florence Freedman Edythe Gaines Clifford Mason Carmen Rivera Martin Silverman

FELLOWSHIP

Date 1970	Lecturers or Consultants
March 5	James Lyon
12	Muriel Crosby
16	Robert E. Shafer
17	Shizuko Ouchi
April 9	William Labov
17	Richard Adler
22	Zola Sullivan
28	Bernard O'Donnell
May 6	William Scannell
14	Kenneth R. Johnson
19 and 20	Mary L. Mielenz
21	LaVelle Fortenberry
22	Jack K. Robertson
26	Theodore Manolakes
28	Siegfried Engelmann
June 2	Robert F. Hogan
2	Nancy Prichard

OPERATION OF THE PROGRAM

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GENERAL STATEMENT:

THE INSTITUTE

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GENERAL STATEMENT: THE INSTITUTE

I. Introduction.

This particular section "General Statement: The Institute," comprises an overview of the four institute programs for State Supervisors of English or Reading held in Lansing, Phoenix, Mobile, and New York. The organizational operation of the larger program has been presented in this section followed by detailed descriptions of each of the smaller segments or weekly institutes plus that of the fellowship program.

II. Operation of the Program.

A. Planning.

Cooperation with TESOL (Teachers of English to Speakers of Other Languages), IRA (International Reading Association), and NCTE (National Council of Teachers of English) during the early planning stages helped in preparing an appropriate program for the state supervisors. The executive secretaries of these organizations offered suggestions for speakers and topics which might be developed. The publications of these organizations offered many fine articles for distribution to the participants in the study packets.

The Director of this project was assisted by an Advisory Committee which functioned as a governing body for the entire project. The principle charge of the Advisory Committee was to coordinate the various activities of this project. The members of this committee included the director, associate director, NCTE representative, and a representative from the College of Education and the Department of English from the University of Illinois. Other individuals on the University of Illinois campus and from the NCTE staff were asked to attend these meetings as special consultants. The Advisory Committee met to refine the project design, to give special attention to the instructional staff, to make the selection of fellows for the semester-long fellowship program, and on several occasions to review the project. Persons serving on the executive committee from time to time included Walter Moore, Kay Asten, Robert Fox, J. N. Hook, Jerry Walker, William Scannell, Mary Mielenz, Robert Hogan, and Eldonna Evertts.

Among the pre-institute tasks was planning the brochure, the programs, the selection and invitation of speakers, and informing the staff personnel on details. Much advance information had to be sent to the hotels where the institutes would be convening throughout the year. Considerable correspondence also was carried on between the institute office and the local directors so that suitable facilities would be available at each institute site. During this period recruitment procedures were planned and special forms designed for maintaining the participant roster.

Study packets for each of the participants were prepared previous to the institutes. These packets consisted of recent publications and mimeographed articles pertaining to the main topic for discussion and instruction at each institute. The participants studied the packets before coming to the institute and these became the subject for group discussions and individual reports. An annotated list of the items included in the study packets appears in the appendix for each institute. The study packets, as evaluated by the participants, were a strong feature of the institute and one which all appreciated receiving.

B. Participants.

It was the hope of the Director that fifty participants, one from each state, would be able to attend each of the institutes. However, since that number of state supervisors did not apply, city and regional supervisors were accepted for each of the institutes. At the New York Institute each of the individuals in the fellowship program attended. However, this did not prevent any state supervisors who wanted to attend from being at the New York Institute.

California, Massachusetts, and Tennessee were represented at all of the institutes. The following states were not represented at any of the institutes or the fellowship program: Delaware, Idaho, Kansas, Louisiana, Maine, Oklahoma, Oregon, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. States represented in the fellowship program included Arkansas, California, Florida, Georgia, Guam, Hawaii, Illinois, Kentucky, Maryland, Mississippi, New York, Tennessee, Utah, and Washington.

A weakness of this program was that not enough states were represented at the various institutes and that four openings for the fellowship program were not used.

C. Staff.

Although the institutes and the fellowship program were complex, yet they were administered by a minimum staff. The supporting staff should have been stronger--full-time, readily available, able to assume specific tasks, etc. The major portion of planning

and directing the institute and fellowship rested entirely with the Director. Activities included securing the instructional staff and lecturers for each of the institutes, planning the program and correspondence with prospective participants. The assistant director was most cooperative and offered suggestions during the pre-planning stage but was unable to attend any of the institutes. The practicum director in addition to handling the practicum sessions at each of the institutes gave considerable support and help to the Director throughout the project. The local directors were most valuable in making hotel contacts and arranging for local transportation facilities, meal functions, etc. The secretarial staff was adequate but a major weakness was the lack of a full-time administrative assistant or assistant director who would be assigned to the headquarters staff. The variety of lecturers and consultants added much to the success of the institutes. They were able to offer new and fresh ideas to even those state supervisors who were most sophisticated on the topics which were discussed.

D. Orientation Program.

The first activity at each institute was an informal reception on Sunday evening. At this time the state supervisors who knew each other had an opportunity to greet one another; then they could also meet the new participants. The informal receptions began with the participants signing the registration cards, receiving their registration packets, and meeting the faculty and staff. The packets included among other information, articles and publications, a roster of all participants and a program. Throughout the institutes the participants spent a great deal of time with each other, often eating meals together and using that occasion for the exchange of ideas. An opportunity was provided at each of the institutes for orientation of speakers and others working with the institute to become acquainted with the participants before speaking. The lecturers and consultants were invited to join the group upon their arrival at the hotel, to eat with the participants, and to attend any sessions of the program. Between sessions, small groups would go shopping, sight-seeing, or visit. One free evening at one institute found most of the participants visiting in the lobby.

E. Program Operation.

For each institute and the fellowship program a detailed description has been written presenting the major aspects of that particular segment of the total project. These sections follow in the present section of the final report.

For all the institutes it can be stated unquestionably that the objectives were met. This is substantiated by individual evaluation returns, letters, and conversations with participants.

However, just the initial impact of this project can be noted at this time. Only now are reports coming into the office of the Director giving the fruitage of the institutes held the previous year. Conservatively speaking, this has been a "multiplier" project; more and more state projects are being spawned as a result of the two projects designed for state supervisors of English and reading.

F. Evaluation.

The evaluation procedures for this institute were based upon the suggestions offered by Dr. Robert Stake, currently the Associate Director for the Center for Instructional Research and Curriculum Evaluation at the University of Illinois, and consultant for USOE for Evaluation Component of EPDA Activities and Divisions. Dr. Stake met with the Director and the Practicum Director on October 7, 1969, to discuss evaluation and the coming EPDA Institutes for State Supervisors of English and Reading.

Dr. Stake approved the idea of a questionnaire for the participants to fill out at each institute. These would be a qualitative evaluation, a gathering of information with the aim of making changes for the ensuing institutes. Such a questionnaire would, of course, deal with the mechanics of the project, what parts of the project are pertinent to the needs, what parts will fulfill the objectives, and also would determine, in part, what the participants would like in the way of further institutes during the year. Other types of information of an informative nature could also be gained. He also brought out that the directors and staff can note the manner in which the participants receive the lectures, the notes they take, and the enthusiasm that seems to be engendered. This is a valid way of determining whether or not the remarks and comments which the participants give are sincere or not.

Another source of information suggested by Dr. Stake was unsolicited letters sent by participants themselves by state superintendents writing in behalf of their state supervisors who had been in attendance.

Dr. Stake further suggested that evaluators can prepare a very helpful and useful evaluation. For example, a lay person who has a reasonable ability to write and could spend considerable time at the institutes might be asked to prepare an evaluation. Such a person working with the group and getting acquainted with them and realizing what was going on could frequently prepare a fine evaluation. The use of an educator to come in for a day or two to determine how the fellowship was realizing its objectives, the enthusiasm or lack of it, would be worthy of consideration.

It was brought out during the meeting with Dr. Stake that the effects of an institute or fellowship program should always be evaluated. Unfortunately this evidence cannot always happen during the institute itself because much of the evidence is based upon what happens later. The question as to what these people do when they get back to their home states really indicates how the institutes have changed their thinking or affected their planning or outlook. This can result in the production of manuscripts, reports on new activities, the setting up of new workshops. Over a period of several years concrete evidence could be collected to show that the institutes attended by each participant have had an effect resulting in changes within each state and its educational activities.

The suggestions of Dr. Stake were followed as much as possible throughout the project.

At each institute the participants were requested to complete an evaluative questionnaire. A copy may be found in Appendix C of this final report. A summary of the responses to this evaluative device is given in the Plan of Operation for each institute.

This year the state supervisors were asked, "If you attended one of our Institutes last year, what projects, workshops or other activities did you set up based upon information or contacts you made during the institutes?" The responses to this question are given with the Conclusions in the third section of this final report.

In Phoenix and again in Mobile a graduate student from the University of Arizona and the University of South Alabama spent all week with the institute in that city, attending sessions and talking with the participants. Their reports are given in the section of the final report describing each institute.

An evaluation of the fellowship program was conducted by the state supervisor of English from Washington who was acquainted with the project the previous year but had not been involved in any institute in the current series. His report is included in the program operation for the fellowship program.

Appendix B-2 contains letters from participants and others which support evaluative statements and conclusions given in this final report.

III. Conclusions.

Conclusions from all the institutes and the fellowship have been placed in a single section of this report. These can be found in the major section on "Conclusions." Also in this section are the Composite Evaluations containing responses from state supervisors who attended the previous institute series which stated how that project had assisted them during the past year.

IV. Appendix.

The Plan of Operation for each institute and the fellowship program contains an appendix for that segment of the project. Included are the course outlines, programs, rosters, and correspondence related to that activity. An appendix has also been prepared for the total project and this appears at the end of this final report. It contains the directories, samples of correspondence, questionnaires, newsreleases, and application forms.

OPERATION OF THE PROGRAM

The Lansing Institute

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OPERATION OF THE PROGRAM

The Lansing Institute

"The language of the child is important."
--Ralph Robinett

I. Introduction.

The Institute at Lansing concentrated primarily on the teaching of English as a second language. The migrant children of Mexican-Americans who spoke only Spanish were a chief concern. The pre-school age and the primary age were the areas of emphasis.

Ralph Robinett, the course instructor for the week, made use of the publications of the Michigan ESEA Project sponsored by the Ann Arbor Board of Education and aided by the Center for Research on Language and Language Behavior, the University of Michigan. The Interdisciplinary Oral Language Guide developed by the Migrant Program of the Michigan Department of Education was also used. Complimentary copies of the materials were presented to the participants.

In addition to these materials, the use of the hand puppet in teaching little children to say sentences was demonstrated rather frequently.

II. Operation of the Lansing Institute.

A. The Participants and Their Selection.

As required, state supervisors of English and reading were automatically accepted on the basis of one for each state, or a total of fifty.

At this institute supervisors or consultants in English and reading recommended by a state supervisor could make application. The Lansing Institute personnel was almost evenly distributed between the state supervisors and their recommended personages.

State rulings with regard to cut backs in travel funds, and rulings on the limited number of out-of-state meetings a state supervisor can attend have played a major role in the resultant deploying of other state personnel--a situation that has seemingly served this second group well. Since this group go back to their respective states to carry back the instruction of the Institute, some states profit that might otherwise not do so.

The participants came mainly from the states east of the Mississippi River with Ohio and Michigan in the lead. California, Texas, Colorado, and Iowa and North Dakota, were represented among the states west of the Mississippi. One, Sumiko Aoki, visitor from Japan was a guest for three days. Some state supervisors felt they were not directly involved with migrant workers so preferred to attend a later Institute.

B. Physical Facilities.

The Institute was housed in the Jack Tar Hotel in Lansing. Staff, visiting lecturers, and participants were all housed there. The hotel, located downtown near the shopping center, was easily accessible to restaurants other than the excellent coffee shop and dining room (The Gas Buggy) in the hotel. Rooms were comfortable; the view of the Old State Capitol across from the hotel was beautiful with the autumn colorings of the grounds. At break time coffee was available in the hotel coffee shop.

Room rates were $9.00 for singles and $14.00 for twin bedrooms.

The attendance at this Institute was excellent for each session.

C. Relationship with Staff and NCTE.

The local chairman was on home base, but he was involved in part with state department work. He and his wife were gracious and helpful to all. The participants mingled freely with the staff and the visiting lecturers and the instructor--all of whom were in the hotel.

Before and after the banquet, the hotel bar set up a long private table for the participants and staff.

The book display of NCTE was well-received and many orders of publications dealing with dialect and the teaching of English as a second language were received.

D. Orientation of Staff and Participants.

Both groups were fully informed of their duties well in advance. Housing, financing, limousine services were explained. Staff members sent textbook and bibliography materials which were mimeographed or xeroxed for the participants.

Early information for the participants included a study packet of monographs, and reprints of articles--all aimed at the topic at hand.

At the Sunday evening registration, participants and staff met and renewed or made new acquaintanceships. Coffee and cookies were served.

Richard Gonzales, a former Mexican-migrant, recently appointed to assist Richard Benjamin in the Michigan school visitations, provided much interesting information.

Packets containing maps and tourist information were distributed by the local host.

Name cards were distributed for all to wear at the coffee hour and during the week.

Each morning the writer conducted an orientation session. Plans for the day, handouts for the Institute, and instruction materials were given out.

E. Media.

The film A Desk for Billie was shown. Participant reaction, questions and answers followed.

Dr. Lois McIntosh showed the California film Starting English Early. She commented before and after the showing. Both films were well received.

The film showed how first the language was used, then came the experience. Dr. McIntosh advocated teaching by experience as shown in the film by visits of the children to see a fire wagon, to experience what they were to talk about, then to talk about it.

F. Participant Communication with Director and Staff.

Since all were housed at the hotel, the participants mingled freely with the staff and the director.

Participants were welcome to make appointments for consultation at any time. Several participants invited the instructor and two of the visiting lecturers to appear later at workshops in their respective states.

Arrangements were made for three planned dinner hours. On Monday evening the staff and participants had a Chinese dinner. On Wednesday evening the entire group toured the Michigan State University campus and dined at a nearby restaurant. Cars were provided by local participants.

The Thursday evening banquet at the hotel featured Dr. Harold Allen as speaker. He presented an excellent historical development of language and dialect. Later the participants and staff celebrated in a fun way the birthday of James Turnipseed, participant from Alabama.

Opportunity for sharing state programs was given each participant on the opening day of the Institute.

On Friday, four of the participants gave more detailed reports of state programs. John Kearney of Massachusetts detailed the planning and operation of the New Boston High School; George Nemetz of California explained fully his statewide in-service programs. He gave credit for his planning to ideas and learning he had acquired in the NDEA Institute for State Supervisors of English and reading in 1968-69. Martha Ellison of Kentucky related plans and work with the Appalachia folk and the problems encountered there. Ruth Knowlton of Tennessee spoke of plans her state had in the making for this year. She represented Andrena Briney.

G. Staff Problems.

All staff members appeared on schedule and conducted their work accordingly.

Dr. Lois McIntosh was the speaker at the time of the November 15 Demonstration. As the Institute room faced the Marchers' route, she cut short part of her lecture that the participants might watch and take pictures. She finished later. Since the March terminated at the Capitol across the street, the participants had ringside seats to hear and see.

H. Staff Teaching.

Ralph Robinett conducted his teaching by part lecture, discussion, and demonstration. His approach was based upon the predication that the child came from a Spanish speaking migrant home where no opportunity for hearing another language was the rule. Vocabulary, pronunciation, and oral direction with the use of puppets by the teacher were key factors. His thesis was "The language of the child is important."

Dr. Lois McIntosh's lectures and film presentation re-inforced these same principles. The film showed excellent teaching of English as a second language, stressing the necessity of seeing, touching the article and learning to say the word and associate it. Dr. McIntosh also talked on curriculum design.

Dr. Harold Allen spoke at the banquet, presenting a brilliant and learned paper tracing the history of linguistic approaches in the teaching of grammar. His next lecture distinguished standard and non-standard language and defined usage.

Dr. Alan Hollingsworth, Chairman of the Department of English at Michigan State presented a paper relating, in detail, course content set up by the English department to teach language in a way helpful for teachers who planned working with migrants and other foreign-speaking students.

All the speakers were rated by the participants with the emphasis on the instruction that seemed more practical. It was apparent that the group was interested in the why and how of teaching English as a foreign language.

J. School Visitations.

One aspect, new to this 1969-1970 series of Institutes, was the daylong visitation of Michigan schools to view first-hand teaching techniques used with migrants and Negro children, and to have consultation with the teachers concerned.

Tuesday was School Visitation Day. Barbara Ort, Foreign Language Consultant in the Michigan State Department of Education and Richard Benjamin, Associate Director of the Michigan Migrant Primary Interdisciplinary Program, arranged the details.

Chartered automobiles were made available. Three or four participants and staff were assigned to each car. Participants made known in advance their particular community needs so that the visitations could be most profitably arranged.

The selected schools for the most part were some distance from Lansing: Detroit, Pontiac, Grand rapids, Fennville--these were among some of the several visiting centers. The director had sent detailed plans for the visitations to Mrs. Ort and Mr. Benjamin well in advance of the Institute. Even so, the local people had to spend long hours in preparation.

The day was a beautiful fall one--autumn colors on the trees, fall flowers, the open country made the ride most enjoyable. The graciousness of teachers and administrators in the chosen schools, the eager youngsters struggling to learn English, the practicality of work put into action gave the participants an excellent opportunity to see what they were reading and hearing about. For all of them this experience was an Institute highlight.

In some of the school rooms, preschool and kindergarten, were Mexican-American mothers (Spanish-speaking) who served as teacher aides. The little folk were playing bus or learning "behind" and "in front of." In one class the group formed a marching circle and marched to music as they counted to 15 in English. In another class "banana" and "tub" were the repetitive words being learned.

Not all schools were aware early in the game of the visitations. The result was good, though, as the group knew that not all the classes were the best possible nor were the classes rehearsed. Small children are spontaneous. Too much directing or rehearsing could have spoiled the day.

That evening the chosen reporter of each car gave an account and critique of the visitations. A white teacher, for example, in an all black classroom had done a poor job of teaching. Such comments as "well done," "good experience," "some of the teacher models were poor," "some of the aides were outstanding," "a rewarding day", were common. Each car group had been given evaluation sheets to serve as guides in observing the classes.

K. The Community Panel.

Another new aspect was the Wednesday evening panel comprising local lay people--a housewife, a priest, a State Director for Latin American Affairs, and a member of the Model Cities Program for Lansing. These were Mexican except for Father McKeon. The panel mistakenly thought they were to address themselves to school superintendents, hence they became more excited. Their chief concern seemed to be the lack of understanding for the Mexican culture by the Anglos and a desire for more Mexicanos in the classrooms even though they met no qualifications.

The theme chosen by this panel was "The Myth of the Melting Pot." They brought out some of these ideas:

1. The Mexican-Americans are the second largest minority group.

2. They lack education, but not because of choice.

3. Percentage-wise the Mexican-Americans have the largest drop-out rating.

4. Only Michigan has a funded program for the Mexican-American children.

5. In interviews of 700 families it was learned that one in eight households had no schooling.

6. The Mexican culture must be taught and everyone should understand it.

L. Impact of the Institute.

In answer to the question: "What impact do you think your attendance at the institute will have upon your own professional growth or the local educational scene?" these representative statements were written:

"As ultimate administrator of Title I and VII programs in Massachusetts, I am currently involved in developing new state plans and evaluation techniques. We have re-examined our goals in all our programs for the culturally and linguistically handicapped and are designing major changes. One such change is our first school-year migrant program. This week has given me a great deal of practical, valuable guidance."

"It has already tempered some of the plans I have made for the in-service program I am co-ordinating (in California) this year."

"This institute, as the ones which preceded it, has helped me clarify some muggy areas in my thinking. As a result of this particular institute, I think I can see a clear direction for some serious oral language work in Appalachia and in many of our rural counties."

"This institute has given me a better understanding of the full meaning of the terms migrant and dialect. It has given me some ideas as to how to plan toward institutes for our teachers who are having a problem with communication with students and students with teachers."

"To be able to assist teachers and supervisors in their local problems. In professional growth, there has been an inspiration to continue delving into areas covered."

"Better understanding of the ESL Program."

"...I have not had an opportunity to work with migrant programs ...I do feel, however, that I have grown professionally."

"Meant much to me personally."

"I have a better understanding of the problems faced by boys and girls of migrant families as they enter the public schools."

"I expect to have some effect on the local educational scene. In particular, I hope to have in-service training for secondary school teachers. At the very least, I can supply material and sources of material to those teachers who are at present teaching English to speakers of other languages, without any training in this area."

"I expect to continue the studies related to ESO and hope to include some of our experiences here in our in-service training program in Memphis. I shall also try to share the materials, ideas and expectations with our State Supervisor."

"The institute has come at an important time for me as I prepare to cooperate in an experiment in the use of oral language in the inner city program and the teaching of English in the inner city."

"Specific efforts in helping elementary teachers and student teachers toward improvement in instruction. One benefit has already been moved toward implementation by phone with the department head. The Academic Dean gave quick approval to released time for this."

"I am now convinced that our (El Paso's) secondary program in English for native speakers of Spanish requires further development and revision.

"It gave me many ideas for structuring lessons and setting practical goals within each lesson. Talking with the others in the business as well as reading the materials on the subject have helped me to grow and clarify my thinking."

"As much as I let it or make it have. Not being a state supervisor, I can only suggest statewide possibilities. I hope I can influence our teacher training programs at CSU significantly."

"Since I am concerned with the development of language materials, the insights I have gained here will influence the production of materials for children speaking Spanish and non-standard English."

M. The School Visitations.

In answer to the question: "Were the school visitations profitable? Explain." These representative comments were written:

"A highlight of the institute. We had the opportunity to see in action the methods and principles under study. The fact that we encountered good and bad situations underlined need for training, supervision, involvement, materials. Ralph's instruction was much more meaningful as a result. Have more of these."

"The school visitations were, in my opinion, the highlight of the institute. In addition to providing some stimulating and some practical ideas, there were opportunities enroute to exchange ideas and information with fellow travelers."

"The visitations helped to illustrate most graphically the ideas and techniques espoused in the written material given us."

"The idea was excellent. A great deal of excellent planning took place. The day was a most rewarding one but my observations did not include the best teaching situations. It was a good experience to see the FLICS program in use."

"Demonstration of the project being developed at the state level. Informal talk with teachers, students, supervisors, and principals. Display of materials Creativity on the part of the teachers."

"They gave us a chance to understand what an ESL program really is."

"It is always helpful to see programs we have discussed in our sessions, but I believe that side benefits derived from such visitations are equally valuable."

"I had never before had an opportunity to see this type of instruction really operating."

"The school visits brought into very sharp focus the ideas which had been discussed. We were able to see how some teachers with sensitivity and enthusiasm were able to make language learning fun, while others who were not committed to the program had difficulty."

"To see the ideas of the program in practice at various levels of competencies was extremely valuable to my own understanding of the entire range of the institute's field."

"Whether excellent or very poor, teachers always leave observers with ideas to be shared with other teachers. One question came to me: does a good teacher give as much help to a practice teacher as she should or is she so completely lost in doing the good job with the children that she forgets the presence of the practice teacher? A great teacher had allowed her practice teacher to fail the children completely. An apparently poor teacher had trained a skillful practice teacher."

"It was important to our subsequent study in the institute that we have first-hand knowledge of the language program. It was good to see how the program may operate under teachers with little experience as well as with a person fully acquainted with the program. The inexperienced teachers were having some early success because of the materials available to them."

"Helpful to observe actual implementation of language development at varying degrees of efficiency. Many fringe benefits to share and use on the home front."

"We saw the practical application of the programs discussed at the institute."

"It was most interesting for me to observe English being taught--to see how others utilized materials and what methods they use. I was a bit surprised at the wide range of teaching effectiveness I observed. Certainly, any material is only as good as the teacher using it."

"To see the FLICS materials actually being used and explained by teachers made the rest of the work we did real and relevant."

"They gave me an opportunity to see first-hand the problems and programs of schools in an area of the country with problems quite different (in quality, not type) from mine."

N. Intriguing Aspects of the Institute.

In answer to the relating of some aspect of the institute they found intriguing are these representative responses:

"This was a fine institute, superior to last year's. The lecturers were not that at all; rather, they demonstrated the best kind of teaching, with much dialogue, instructional materials, class involvement, relevancy, variety. Guests, panels, etc. were all geared to the institute. What could have been a dismal week because of limited attendance became in fact a most valuable one."

"I was most interested in seeing TESOL and TESD in action."

"The motivation apparent among youngsters in the classrooms visited--primary level--they seemed motivated to learn despite their tender age--they needed no economic arguments to learn--just good teachers."

"The activities to be used with students in classes."

"General opinions and discussion of the various dialects. The difference in attitudes toward who are migrants and how to be handled in various sections of the nation. The attitude of the panel on community night and the reaction of the participants."

"Before the institute I knew nothing about the problem of migrant education. The whole program, therefore, was of interest. Particularly interesting, however, was the delightful film about migrants and the meaningful visitations."

"To see this type of instruction operating in the schools."

"I was interested in the way activities are written."

"The interaction possible with the other participants gave me new insight into the variety of concerns experienced by school supervisors in various parts of the country."

"I'm beginning to see some principles of learning more clearly."

"It was certainly obvious, brought home to me in a number of ways, that teaching of English does not come easily or naturally--even though it's our native tongue, teaching it takes training, practice, know-how. This is a structured sophisticated operation and cannot be dealt with effectively in a haphazard manner."

"Talking with the other participants about their specific programs and how they handle certain problems."

"The writing challange. I want to write one acceptable lesson. Visiting the black schools."

"I have been intrigued with the observation of the concept of the program through the writing, carrying it out and evaluating it that this institute has provided. It has been gratifying to participate in a small group of professionals from wide-spread areas who have so easily participated in everything from a professional assignment to high camaraderie."

"'A Desk for Billie' should be shown to legislators. I feel that it would produce greater aid than any number of talks such as those presented Wednesday evening. I hope all teachers, supervisors, and administrators who have migrant children will have opportunity to see the film. Ralph Robinett's help in writing studies has been very helpful. It is hoped that we shall be able to produce some help for our teachers in the black schools. The interaction and exchange of ideas during small group sessions, breaks, lunch, and "late sessions" have provided tried and proved activities to be introduced to our teachers."

"That people from all over the United States--mostly with secondary backgrounds--were interested in the language problems of 'northern migrant' children. Star Power was a fascinating experience--the impact of which may really come through as time goes by."

"Lois McIntosh's film 'Starting English Early' was such a wonderful way of showing not only the techniques of teaching language, but more important, the spirit of teaching language so that it is a lively, enjoyable way of learning. Teachers who are just preparing to work with ESOL or SESD could learn much from this film."

III. Conclusion.

The full conclusions for the Lansing Institute appear in the third major division of this final report along with those for the other one-week institutes.

IV. The appendix for this particular institute summarizing pertinent information follows this section. It includes copies of the daily program and course outline prepared by the course instructor, a selected bibliography prepared by one of the speakers, an annotated bibliography of the study packet, evaluation guide for school visitations, sample memoranda to participants, and the directory for this particular institute.

DAILY PROGRAM

The Jack Tar Hotel Lansing, Michigan

October 13-17, 1969

THE NORTHERN MIGRANT WORKER

EPDA Institute and Fellowship Program
in English for Speakers of Other Languages or Dialects
for State Supervisors of English and Reading

(Conducted under a grant from
the U.S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Mr. Reuben Alfaro, Director
Bishop's Committee for The Spanish Speaking
215 North Walnut Street
Lansing, Michigan 48902

Dr. Harold B. Allen, Professor
Department of English
109 Vincent Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dr. Richard C. Benjamin, Associate Director
Michigan Migrant Primary Interdisciplinary Program
3800 Packard Road
Ann Arbor, Michigan 48104

Dr. Alan M. Hollingsworth, Chairman
Department of English
Michigan State University
East Lansing, Michigan 48824

Dr. Lois McIntosh, Professor
Department of English
University of California at Los Angeles
Los Angeles, California 90024

Mrs. Barbara Ort, Consultant
Foreign Language Department
State Department of Education
Lansing, Michigan 48902

INSTITUTE PROGRAM, PART II: INSTITUTE STAFF

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1102 College Court
Urbana, Illinois 61801

ASSOCIATE DIRECTOR:

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Executive Secretary
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3800 Packard Road
Ann Arbor, Michigan 48104

SECRETARY:

Mrs. Irene E. Blenker
EPDA Institute for State Supervisors
1102 College Court
Urbana, Illinois 61801

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEE

REGISTRATION:	Virginia Smith
AUDIO-VISUAL:	Joe Cardenas Migrant Educational Consultant State Department of Education Lansing, Michigan
SECRETARY:	Lola Cosgrove State Department of Education Lansing, Michigan

PROGRAM

SUNDAY, OCTOBER 12, 1969

7:30-8:30 p.m.	RECEPTION:	Michigan Room North
	HOSTS:	Dwight R. Smith Mary L. Mielenz Eldonna L. Everttts
	LOCATION:	Jack Tar Hotel 125 West Michigan Avenue Lansing, Michigan
	REGISTRATION:	Irene E. Blenker Virginia Smith

INSTITUTE PROGRAM, PART IV: DAILY SCHEDULE

MONDAY, OCTOBER 13, 1969

7:45-8:15 a.m.	REGISTRATION:	Irene E. Blenker
	NCTE DISPLAY:	Dwight R. Smith
8:15-9:30 a.m.	OPENING SESSION:	Eldonna R. Evertts Mary L. Mielenz Dwight R. Smith
	TOPICS:	Introduction of Staff State Projects Report
	LOCATION:	R. E. Olds Room
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Ralph F. Robinett
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SPEAKER: TITLE: CHAIRMAN: DISCUSSION:	Alan M. Hollingsworth "Is English American?" Eldonna L. Evertts Reactions by Participants
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	FILM: MODERATOR:	A Desk for Billie Eldonna L. Evertts
4:00-5:00 p.m.	INTEREST GROUPS:	State Supervisors, Room 303 Guests, Room 240
	COORDINATOR:	Mary L. Mielenz
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SPEAKER TOPIC:	Barbara Ort Involvement of State Department of Education in construction of oral language material
	SPEAKER: TOPIC:	Richard C. Benjamin Curriculum Materials and the Schools Using the Materials
	CAR ASSIGNMENTS: CHAIRMAN:	Barbara Ort Dwight R. Smith

TUESDAY, OCTOBER 14, 1969

6:30-8:30 a.m.	DEPARTURE:	Main Entrance Jack Tar Hotel
	COORDINATOR:	Dwight R. Smith
9:00-12:00 a.m.	VISITATIONS: COORDINATORS:	Michigan Schools Barbara Ort Richard C. Benjamin Ralph F. Robinett
	GROUP LEADERS AND DRIVERS:	William Curtis Linda Peterson Richard C. Benjamin Ralph F. Robinett Robert Sternberg Robert Trezise Barbara Ort
	SCHOOLS VISITED:	Hall School, Grand Rapids Alexander Elementary School, Grand Rapids High Street School, Lansing Webster School, Detroit Fennville Schools, Fennville Sigsbee School, Grand Rapids Lexington School, Grand Rapids Coit School, Grand Rapids Wizner School, Pontiac
12:00-1:00 p.m.	LUNCH	
1:00-3:00 p.m.	VISITATIONS: COORDINATORS:	Michigan Schools Barbara Ort Richard C. Benjamin Ralph F. Robinett
3:00-3:30 p.m.	BREAK	
3:30-4:30 p.m.	RETURN:	Lansing
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	INFORMAL DISCUSSION: SUMMARIES: TOPIC: CHAIRMEN: COORDINATOR:	Participants Special Reporters and Guests Visitation Barbara Ort Richard C. Benjamin Mary L. Mielenz

WEDNESDAY, OCTOBER 15, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:30 a.m.	INSTRUCTION:	Ralph F. Robinett
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Ralph F. Robinett
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SPEAKER:	Lois McIntosh
	TITLE:	Methods and Materials for Teaching English as a Second Language or Dialect
	FILM PRESENTATION:	Starting English Early
	DISCUSSION:	Participants, Lois McIntosh
	CHAIRMAN:	Ralph F. Robinett
2:30-3:00 p.m.	BREAK	
3:00-4:30 p.m.	WRITING SESSION:	Special State Projects and Proposals
	CONSULTANTS:	Ralph F. Robinett, Lois McIntosh, Dwight R. Smith, Eldonna Evertts
	LOCATION:	Conference Rooms 303, 235, 240
	COORDINATOR:	Mary L. Mielenz
4:30-5:00 p.m.	GROUP INTERACTION:	Dwight R. Smith
5:00-8:00 p.m.	DINNER	

COMMUNITY NIGHT

8:00-9:00 p.m.	PANEL:	Manuel Delgardo Model Cities: Lansing
		Carmen Benavides Lansing housewife
		Father William McKeon Cristo Rey Center
		Roy Fuentes, State Director Latin American Affairs Civil Rights Commission
	TOPIC:	The Community Looks at the Schools
	MODERATOR:	Reuben Alfaro
	CHAIRMAN:	Dwight R. Smith

THURSDAY, OCTOBER 16, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:30 a.m.	INSTRUCTION:	Ralph F. Robinett
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Ralph F. Robinett Richard C. Benjamin
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SPEAKER: TITLE:	Lois McIntosh Curriculum Design
	DISCUSSION: CHAIRMAN:	Question and Answer Period Mary L. Mielenz
2:30-3:00 p.m.	BREAK	
3:00-5:00 p.m.	WRITING SESSION: CONSULTANTS: COORDINATOR: LOCATION:	Group or Individual Projects Ralph F. Robinett, Lois McIntosh, Dwight R. Smith,Eldonna L. Evertts Mary L. Mielenz Conference Rooms 303, 235, 240
5:00-6:30 p.m.	COCKTAIL HOUR:	Panel Room, Room 203
6:30-8:00 p.m.	BANQUET: CHAIRMAN: INTRODUCTIONS: SPEAKER: TITLE:	Capitol Rooms A and B Dwight R. Smith School personnel and other guests Harold B. Allen A Look Back and a Look Around

FRIDAY, OCTOBER 17, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:15 a.m.	SPEAKER:	Harold B. Allen
	FOCUS:	Recent State Surveys and Programs on Language and Instruction
	QUESTIONS:	Participants
	CHAIRMAN:	Ralph F. Robinett
9:15-9:30 a.m.	INSTRUCTION:	Ralph F. Robinett
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Ralph F. Robinett
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	FINAL REPORTS:	Participants
2:00-3:00 p.m.	CLOSING PANEL:	Ralph F. Robinett, Barbara Ort, Dwight R. Smith, Reuben Alfaro, Mary L. Mielenz
	MODERATOR:	Eldonna L. Evertts

COURSE OUTLINE

EPDA INSTITUTE AND FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

Lansing, Michigan
October 13-17, 1969

Topics for Basic Instructional Sequence

Course Lecturer: Ralph Robinett, Director, Michigan Migrant Primary Interdisciplinary Project, Ann Arbor, Michigan

October 13
Monday

- Overview
- Pre-test
- The target population
- The nature of language
- Attitudes toward linguistic divergence
- Identifying target features:
 - segmentals
 - suprasegmentals
 - order and form
- Developing criteria for evaluating oral language activities

October 14
Tuesday

- Visitations to bilingual classrooms

October 15
Wednesday

- Critique of classes
- Revision of criteria for oral language activities
- formative and summative evaluation
- Diagnosis of language problems
- Dialect problems in bilingual education
- Materials analysis:
 - pre-school; kindergarten
 - primary bloc
 - upper elementary and secondary

October 16
Thursday

Second language techniques in ESOL and SESD
Writing activities to attack:
- problems of vowel sounds
- problems of consonant sounds
- problems of suprasegmentals
- problems of word order
- problems of word form

Linguistics and reading

October 17
Friday

Identifying linguistic prerequisites to reading
Developing criteria for evaluating reading materials and activities
Correlating oral language development and coding skills
Post-test

Questions and answers

SELECTED BIBLIOGRAPHY
FOR TEACHERS AND LEARNERS OF ENGLISH AS A SECOND LANGUAGE

Prepared by Lois McIntosh
October, 1969

I. For the Teacher:

A. Texts on Methodology

1. Allen, Harold (editor): Teaching English as a Second Language, A Book of Readings (McGraw-Hill, 1965)

2. Bumpass, Faye: Teaching Young Students English as a Foreign Language (American Book Company, 1963)

3. Dacanay, Fe and Bowen, Donald: Technics and Procedures in Second Language Teaching (Phoenix Publishers, c. 1963)

4. Finocchiaro, Mary: Teaching English as a Second Language (Harper & Row, Revised Edition, 1969)

5. Rivers, Wilga: Teaching Foreign Language Skills University of Chicago Press, c. 1968)

6. Stevick, Earl W. A Workbook in Language Teaching (Abingdon Press, 1963)

B. Resources

1. The Center for Applied Linguistics, 1717 Massachusetts Avenue N. W., Washington, D. C. 20036.

 This center is the source of bibliographies, materials, and other information about the teaching of English as a Second Language.

 Its English for Speakers of Other Languages program furnishes information on teaching the language and training teachers.

 ERIC Clearing House for Linguistics is housed at the Center. It has become the depository and processing center for TESOL documents.

The Center also prepares English for American Indians, a newsletter distributed to BIA schools. This newsletter has a useful annotated bibliograph of materials in English as a second language. (For distribution of the newsletter address Mr. Tom Hopkins, Curriculum Branch, Division of Education, Bureau of Indian Affairs, 1951 Constitution Avenue, N. W., Washington, D. C. 20242).

2. An association: Teachers of English to Speakers of Other Languages (TESOL) is the national professional group concerned with bilingualism, bi-dialectism, and second language problems in the public schools and colleges.
A Quarterly contains articles of theoretical and practical interest to teachers throughout the country. The dues of $10 include the journal. (James Alatis, Executive Secretary, the School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007).

3. Resources for Teaching of English 1969-1970 (NCTE)

C. Linguistic Backgrounds

The discipline of linguistics is rapidly developing, and teachers interested in keeping up with the latest findings may want to consult these texts:

1. Thomas, Owen: Transformational Grammar and the Teacher of English (Holt, Rinehart, 1965)
This is an introduction to the branch of linguistics that is increasingly important in its influence on our understanding of the English language.

2. Jacobs, R. A. and Rosenbaum, P. S.: English Transformational Grammar (Blaisdell Publishing Company (a division of Ginn) c. 1968)
This text is used in university classes in linguistics. It is more difficult than the Owens text, but it includes many of the more recent developments in this field.

3. Reibel, D. A. and Schane, S. (editors): Modern Studies in English (Prentice-Hall, c. 1969)
A very good collection of the better known transformational studies. Particularly interesting is the last section with its studies of how children acquire their first language.

II. For the Learner

A. Elementary School (pre-readers through Grade Six)

1. The Miami Linguistic Readers: (D. C. Heath, 1964-66). 53 volumes, pre-primers, primers, seatwork books, teachers' manuals, and "Big Books" which are the classroom charts for language practice.

This is a carefully structured series of texts designed to help the second language learner practice listening, speaking, reading, and writing. There is a definite correlation between the sounds and spelling of English, and the approach to reading ' phonemically based and grammatically controlled.

The subject matter is relatively culture-free, as the actors are animals: Mat the Rat, Bif and Stiff, and others. They are lively, and the stories are of interest to young learners.

2. Gonzalez Wheeler: Let's Speak English (McGraw-Hill, 1967) 6 volumes. A series for the first six grades of school. Designed to teach spoken English, it also contains ample integrated material for reading.

3. California H. 200 project (as shown in the film Starting English Early). These lessons developed as a two-year course for Spanish speaking children entering the California school system have had a complicated history of attempted publication.

 One set of the lessons is available, however. It follows the sequence of the California material, but it has greatly enriched the lessons with film strips, recordings, and pictures. About 200 of these lessons thus expanded are obtainable for $150 from

 Mr. Al Ramirez
 Region I, Education Service Center
 South Tenth Street
 Edinburg, Texas 78539

4. American English Series (for upper grade learners)

 A complete revision of the earlier Fries American English Series for Puerto Rico. Edited by Adrian Hull (D. C. Heath, 1965) the series is coming out a year at a time. The first and second year texts have appeared, both student and teacher versions.

B. Junior High School, Senior High School

1. English for Today (NCTE, McGraw-Hill; William Slager, Editor, 1962-66)
 A six-year course, linguistically based and sequenced. Volume one, for beginners is rigidly controlled as to vocabulary, and sequenced carefully a step at a time. The later volumes increase in complexity, and focus more on reading and writing skills as they advance. The last volume is an anthology of literature for relatively advanced learners.

2. Finocciaro, Mary: Learning to Use English, (Regents 1966) 3 volumes. For learners 11-18 years old. Volume 1--beginners; Volume 2-intermediate; Volume 3, Teacher's manual.

(Special Subjects) Readers

Most readers focus on control of vocabulary, but fail to control syntax as well. Some readers take this into account by pulling sentences out of the context and drilling them. Others simply work on the vocabulary.

3. Allen, Virginia: People in Livingston (T. Y. Crowell, 1953)

This is one of the rare readers that controls sentence types. It consists of a series of tales of a small American town. It is helpful for beginning readers, but probably the subjects will appeal more to adults.

4. Crowell Contemporary English Series which publishes the Allen reader, offers a number of "structured" readers. The syntax of the reading is not severely sequenced, but exercises following the text are helpful as developers of vocabulary and comprehension. The readers include several on American and International Folk Tales; sketches of "Men Who Made America" and a series of essays on the work of the United Nations.

For high school learners beyond the beginning stage, these readers should be of interest.

5. Reader's Digest Readings: English as a Second Language (editors, Kitchen, Aileen Traver, Allen, Virginia French, and Kenneth Croft. 6 volumes, Reader's Digest Services, 1963-64)

Controlled vocabulary, exercises for comprehension and vocabulary.

(Special Subjects) Composition

Several texts have been developed that focus on the need for controlling the student's development of skill in writing. Just as we model and control and practice the spoken language, so do we help the learner with his written output.

6. Dykstra, G., Port, A. and Port: A Course in Controlled Composition: The Ananse Tales, 2 volumes (Teacher's College Press, 1966)

This is a series of short paragraphs in which Ananse, A Nigerian folk-spider performs a number of deeds. Each paragraph calls for manipulation of the language, beginning

with straight copying and ending with the production of complete paragraphs. The stories are lively and interesting, and the program is carefully structured.

7. Robinson, Lois: Guided Writing and Free Writing, A Text in Composition for English as a Second Language (Harper and Row, 1967).

 An exercise book in which students change questions into statements and the result is an organized paragraph. The subjects are somewhat city centered, and might be better for college students.

8. The English for Today series mentioned above concentrates on sequenced composition from Volume Three on, and offers controlled writing late in the first and throughout the second volume.

(Special Subjects) Spelling

The relation of sound and spelling has been carried out in a number of texts.

9. English Sounds and Their Spellings, A Handbook for Teachers and Students by Robert Allen, Virginia Allen, and Margaret Shute, (T. Y. Crowell, 1966)

 This is a helpful text, and combined with spelling is training in the vowel and consonant system of English.

LANSING STUDY PACKET

Dixon, John. Growth through English. Champaign, Illinois: National Council of Teachers of English, 1967.
Directed to teachers and curriculum specialists; describes the elementary and secondary curriculum recommended by Anglo-American conferees at the Dartmouth Seminar.

Schotta, Sarita Go. Teaching English as a Second Language. Champaign, Illinois: National Council of Teachers of English, 1966.
An outline of the contributions which linguistic analysis can make in teaching Standard American English to the culturally disadvantaged speaker.

The Ford Foundation. Language Development. Selected Papers from a Ford Foundation Conference on the State of the Art. New York, New York: 320 East 43rd Street, 1968.
The papers in this monograph written by leading experts are representative of the major concerns of those who seek the best approaches to the language problems that beset the world.

The Center for Applied Linguistics. Visual Aids for English as a Second Language. Champaign, Illinois: The National Council of Teachers of English, 1965.
The aids divided into five major sections are (1) charts and pictures (2) films (3) film strips and slides (4) games (5) miscellaneous aids. These were prepared by the Center for Applied Linguistics.

Jensen, Vernon J., "Effects of Childhood Bilingualism." Reprinted from the February and May 1962 Elementary English. Champaign, Illinois: The National Council of Teachers of English.
A review of the literature available in English on the possible immediate and long range effects of bilingualism which is acquired during the first eight years of a child's life. The paper presents the pro's and con's of many experts. A reference listing of 220 articles and bulletins is included.

Maryland State Department of Education. Migrant. Baltimore, Maryland, 301 West Preston Street, 1968.
A report of summer school programs for migrant children. Colorful art work and writings of the children are featured.

Hoffman, Melvin. "English and the Culturally Deprived," a preliminary bibliography compiled during research directed by Dr. Raven McDavid of the University of Chicago, and Drs. William Hall and Alva Davis at the Illinois Institute of Technology.
Included is a brief annotated list of references dealing with the language of the Negro and other culturally deprived.

The Ford Foundation. Language Doors. One of a series of booklets on activities supported by the Foundation. New York, New York: 477 Madison Avenue, 1964.
This report concerns the Foundation's interest in three major fields--English as a second language, linguistics, and foreign-language training.

Ohannessian, Sirarpi, The Study of the Problems of Teaching English to American Indians. Washington D.C.: Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., 1967.
A study conducted by the Center under contract with the Bureau of Indian Affairs. The purpose was to assess the learning and teaching of English in several specified areas in elementary and secondary schools sponsored by the BIA and in selected American schools having American Indian students.

Berney,Tomi D., and Anne Eisenberg. Doble, Research Supplement, New York, New York: Early Childhood Bilingual Education Project Office Yeshiva University, 55 Fifth Avenue, 1968.
An issue prepared to assist those people interested in developing bilingual programs funded under the Bilingual Education Program and sponsored by the Office of Education.

LANSING REGISTRATION PACKET MATERIALS

Havinghurst, Robert J. "Poor Reading and Delinquency." Reprinted from the November, 1959 Nations Schools. Chicago, Illinois: The Modern Hospital Publishing Company.
Boys and girls are likely to get into trouble if they are deprived of affection at home, parents who are poor models, a home in which no one enjoys reading or reads to the child. The schools must strive to make up for these lacks in the home environment.

Robinett, Ralph F. "A Linguistic Approach to Beginning Reading for Bilingual Children." A paper presented at the Perspectives in Reading Conference, Detroit, Michigan, 1965.
An overview of the beginning reading program developed in Dade County, Florida. The program is embodied in a set of materials called Miami Linguistic Reading Series, developed around ten major linguistic and pedagogical practices.

Everttts, Eldonna L., and Walter J. Moore. "A Minimal Professional Library on the Language Arts for Elementary School Teachers." Reprinted from the May, 1967 Elementary English. Champaign, Illinois: National Council of Teachers of English.
A revision from a list first appearing in Alfred H. Grommon (ed.)., The Education of Teachers of English for American Schools and Colleges. New York: Appleton-Century-Crofts, 1963.

Kohl, Herbert R. and Richard A. Lewis. Tape Recordings of speeches delivered during the 1968 Spring Institute on Elementary English. Champaign, Illinois: National Council of Teachers of English.
Mr. Kohl's speech titled "The Language of the School and the Language of the Child" deals with the human revolution taking place in our classrooms and calls for new ways to meet the challenge of teaching the disadvantaged. The second tape "The Vital Experience" focuses upon children.

Stuart Finley, Incorporated. Language the Social Arbiter. Seven films. Falls Church, Virginia: 3428 Mansfield Road.
A series of film discussions produced in cooperation with the Center for Applied Linguistics which serves as a clearing house and informal coordinating body in the application of linguistic science to practical language problems. Synopses of seven films designed to aid teachers and administrators.

NCTE/ERIC. "Selected Bibliography of Documents on Children's Composition. Mimeographed list, May, 1969. Champaign, Illinois: National Council of Teachers of English.
A listing of titles, authors, and prices of the articles made available by ERIC.

The packet contained additional brochures and Michigan materials provided by the Chamber of Commerce, Lansing. The Lansing Institute program and the roster were included.

EPDA INSTITUTE AND FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

Michigan Visitation

EVALUATION GUIDE FOR SCHOOL VISITATION

This guide has been prepared to facilitate your discussion Tuesday evening. It need not be used to structure the final report of your group. Creativity and imagination in your final report lie within your group.

1. THE SCHOOL

 (a) Type of School
 (b) Neighborhood
 (c) Administrative Set-Up
 (d) Grade or Classroom Visited

2. CURRICULUM

 (a) Type of Program
 (b) Resource Materials
 (c) Syllabus or Other Guides
 (d) Library (bilingual materials, etc.)

3. CLASSROOM

 (a) Instructional Personnel (aides, team teaching, etc.)
 (b) Qualification and Preparation of Instructional Personnel
 (c) Number of Pupils
 (d) Background of Pupils
 (e) Description of Classroom
 (f) Language of the Classroom

4. TEACHING SITUATION

 (a) Description of Lesson Observed
 (b) Teaching Techniques Utilized
 (c) Pupil Participation
 (d) Evidence of Extension of Oral Language
 (e) Use of Patterned Practice Drill
 (f) Quality of Teacher's Language as a Model

5. OTHER COMMENTS

SAMPLE MEMORANDA TO PARTICIPANTS

EPDA INSTITUTE and FELLOWSHIP PROGRAM
FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois — 1102 College Court — Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: A Program Just for You

GREETINGS!

WHO: You! The EPDA Institute for 1969-70 has been planned for you--supervisors of English and reading and others employed by state departments of education. It should lead on to bigger and better planning for you and your state. Please exert every effort to be with us as often as you can.

WHAT: The critical issues relating to disadvantaged students are bombarding us with the greatest number of problems in our schools and the most basic problem of all appears to be language which, of course, is reflected in reading problems. Curriculum Planners and Educators too often have ignored this problem from pre-school through high school years. Yes, how these critical issues may be solved is a major part of these institutes.

WHY: The fact that the two areas, English and reading, are basic concerns in dealing with language problems, means that you, the English and reading supervisor, must be the chief exponents of change in your respective states.

PURPOSE: First, to provide the state supervisor of English and reading with a fuller understanding of dialect and language development to aid in meeting the needs of pre-school, elementary, and secondary students. Second, to provide specific assistance in arranging and planning meetings and workshops for teachers in your own state.

In October, we will offer specific assistance to aid you in obtaining federal monies for use within your state--including means for your financial assistance in attending future EPDA Institutes for State Supervisors.

VALUE: Since there is no uniform instrument of evaluation or instructional material, you will need to know how to meet the needs and to evaluate or construct instruments of measurement for your areas and, you need, as well, to know more about teaching techniques to mitigate these needs.

WHEN: The Institutes will be held as follows--

Lansing, Michigan	October 13-17, 1969
Phoenix, Arizona	December 8-12, 1969
Mobile, Alabama	February 2-6, 1970
New York City	March 23-27, 1970

MICHIGAN: The Lansing, Michigan Institute offers the following:

1. Ralph Robinett, Course Instructor

2. Prominent speakers: Dr. Allen Hollingsworth, Chairman
Department of English
Michigan State University

Dr. Lois McIntosh
Professor of Linguistics and English
University of Southern California

Dr. Harold B. Allen
Professor of English
University of Minnesota

Mr. Reuben Alfaro, Director
Bishop's Committee for the Spanish Speaking
Lansing, Michigan

Mrs. Barbara Ort
Foreign Language Department
State Department of Education
Lansing, Michigan

3. Visitation to local schools in the area to observe migrant classes in operation and other special classes.

3. Visitation to local schools in the area to observe migrant classes in operation and other special classes.

4. Michigan in October is beautiful. The Tuesday visitation day to the schools located some distance from Lansing means a long drive through the October countryside. Autumn colors should be at their best. (Frequent stops for camera fans.)

5. Our guests for one evening will be parents and members of the local communities who will tell us the story of life as they see it. This promises to be a most interesting evening.

6. The banquet, many small groups, many exchanges of local plannings, coffee--all are planned.

STIPEND: Seventy-five dollars per week per participant plus fifteen dollars for each dependent.

STUDY PACKETS: Attractive study packets are being assembled for each participant. These will be mailed to those applying early; remaining packets will be distributed at the Institutes.

APPLICATION: Brochure and forms attached. Deadline has been extended but please return forms as soon as possible.

NOW WHAT? I am enclosing all the necessary forms for your application to attend any or all of the institutes. Please fill out a set and return to our office. We are looking forward to seeing you again this year. Do make us happy.

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

September 22, 1969

MEMORANDUM TO: Speakers, Participants, Staff and Guests Attending the Lansing Institute

FROM: Eldonna L. Evertts, Director

REGARDING: Hotel Accommodations in Lansing, Michigan

The Institute for Lansing, October 13-17, will meet in the Jack Tar Hotel, 125 West Michigan Avenue, Lansing, Michigan 48902, Telephone (517) 372-6550. The opening session will begin on Sunday night, October 12, with an informal reception. The Institute will close promptly at 3:00 p.m. on Friday afternoon, October 17. Participants will receive their checks for the stipend and dependency allowance at that time.

The prevailing rates for single rooms will be $9.00 and the rates for twin rooms will be $14.00. The hotel has agreed to confirm reservations and room rates directly to the participants. Checkout time at the hotel is normally 2:00 p.m., but individuals will be able to make arrangements for later departures.

Taxicab transportation will be available at the Lansing airport.

Please return the enclosed card to the Jack Tar Hotel indicating your expected arrival time and the nights you will spend in Lansing.

ELE:rhg
Enclosure: Hotel Card

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

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Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

September 23, 1969

MEMORANDUM TO: Participants attending Lansing Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: Study Guide and Arrangements

The EPDA/NCTE Institute for State Supervisors of English and Reading will be held at the Jack Tar Hotel, Lansing, Michigan, October 13 through 17. The Institute will begin with a reception on Sunday evening, October 12 in the Michigan Room North, of the Jack Tar Hotel. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The first session of the Institute will begin on Monday morning, October 13, at 8 a.m., in the R. E. Olds Room.

The Institute will close on Friday, October 17 at 3 p.m. Stipend checks will be available at this time.

This study packet contains articles and publications which you will want to read before coming to the institute in Lansing. During the Monday morning session the contents of the study packet will be discussed. Please come prepared with your comments or questions regarding the various articles and points of view taken by their authors. The afternoon session will be devoted to the examination, writing, and analysis of proposals which you may be designing for your state. Special attention will be given to the preparations of proposals for the November 1 deadline under Basic Issues of the EPDA Guidelines. Be prepared to discuss your ideas for an institute during the 1970-71 academic year. We will discuss how you can correlate your project with the proposal for a visit to England for state supervisors which I am preparing.

If your plans have changed and you will not be attending the Lansing Institute, please return this study packet. However, if you wish to keep it, please let us know and we will send you our cost of the enclosed materials.

If you are planning on attending the Institute in Phoenix, I suggest you make plane reservations now. December 8-12, 1969, is getting into the holiday season for many planning trips to the warmer climate. It is imperative that you make your reservation early since Phoenix is one of the three most popular places to visit in the United States during the month of December.

DIRECTORY OF PARTICIPANTS

October 13-17, 1969

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Mr. Verne B. Wootton
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Columbus, Ohio 43212

Miss Sumiko Aoki (guest)
259 Miyake Shikama Himeji
Hyogo, Japan

OPERATION OF THE PROGRAM

The Phoenix Institute

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OPERATION OF THE PROGRAM

The Phoenix Institute

> Culture is not measured by the greatness of the field which is covered by our knowledge, but by the nicety with which we can perceive relations in that field, whether great or small." --Robert Louis Stevenson
> The Amateur Emigrant, 1896

I. Introduction.

How to teach English as a second language, or even a third in some cases, to the American Indian and the Mexican-American was basic in the Phoenix Institute. It is, indeed, a truism that for many Americans, English is a foreign language. At this Institute linguistic approaches became the methodology presented to the participants. Bilingual education was looked upon as a cultural phenomenon. The participants were enjoined to understand first America's culturally different children and youth. If two words could be used to describe this Institute they would be dedicated interest on the part of the participants and lively discussion at all times.

II. The Operation of the Phoenix Institute.

A. The Participants and Their Selection.

As required, State Supervisors of English and Reading were automatically accepted. Most of these were from states west of the Mississippi River: Alaska, Arizona, California, Colorado, Montana, Nevada, New Mexico, Texas, and Utah. Two were from states east of the Mississippi--Alabama and Massachusetts. Tennessee was represented by a high school supervisor recommended by the state supervisor. Arizona was strongly represented not only by the state department staff but by city supervisors and department chairmen recommended for the Institute.

B. Physical Facilities.

The participants and staff were housed in the Ramada Inn, East. The Inn rooms were very comfortable. The coffee shop and Camelia Room served excellent food. The Inn is quite a convention center and as a result, everything is done for the

comfort of the guests. Other excellent eating places were within easy walking or driving distances. The Arizona participants had cars and were most hospitable about arranging transportation for luncheon and dinner away from the Inn for those desiring to see more of the city.

Room rates were reasonable, $9.50 for singles and $11.50 for doubles. Free Inn limousine service to and from the airport was available.

The days were warm and sunny; the evenings cool and crisp. Roses, petunias and other flowers were in bloom. The cotton fields were ripe for picking.

The Arcade room (really an extra building) housed the meetings and the coffee break. Arrangements were excellent.

C. Relationship with Staff and NCTE.

Arizona State University at Tempe was only a fifteen minute drive from the Inn. Dr. Robert Shafer, professor of Education, who served as the local director, arranged that the participants saw the campus. The facilities of the campus were at the disposal of the Institute.

Dr. Robert Shafer arranged with graduate students to assist at registration, to drive cars, to man the tape recorder and the projector. The University loaned an electric typewriter.

The graduate students, the staff and visiting lecturers mingled freely at meal time and after the meetings. The Western informality was catching; the camaraderie was truly western.

The NCTE Book Exhibit as usual was a drawing card.

D. Orientation of Staff and Participants.

The staff and the participants were fully informed of their duties well in advance. Housing, financing, the limousine service provided by the Inn and other information had been mailed early.

Early information also included the usual study packet materials comprising books and reprints of late articles. In addition certain ones of the state supervisors were informed to be prepared to raise issues about an article selected for him by the staff for Practicum discussion at two of the afternoon sessions.

The Sunday evening registration was pushed ahead to six o'clock in order that those participants desirous of attending the ASU presentation of the Messiah could be bused out to the ASU campus to the Beautiful Frank Lloyd Wright auditorium. Registration time and coffee was a time for staff and participants to renew acquaintanceships and to meet the new Institute members.

Registration packets contained the Institute roster, the week's program, and such information as maps, places of interest in Phoenix--these latter provided by the Phoenix Chamber of Commerce.

Name cards were distributed to all to be worn during the week.

Each morning the local director, the instructor, the practicum director and the writer breakfasted to plan daily events and to evaluate results.

The writer conducted an orientation session for the participants each morning of the sessions.

E. Media.

On Monday evening Mrs. Martha Davis, English Supervisor and Coordinator of the Phoenix Union High School System, presented a unique movie and synchronized tape talks in which each of the schools to be visited on Tuesday was shown and explained. Each principal via the film greeted the participants and told of the special features of his community, the experimentation in progress and matters of that sort. Certainly this was a unique introduction to ready the participants for the visitations. Incidentally, Mrs. Davis had spent several weeks readying the film.

The film, Teach Me, was shown Wednesday afternoon. Dr. Robert Shafer served as the discussion leader. This film, excerpts of Up The Down Staircase elicited much response about inner-city schools.

F. Participant Communication with Director and Staff.

The participants were invited at all times to consult with the staff and visiting lecturers.

The staff mingled freely with the participants at meals and coffee breaks. In fact, the Director's suite was made available for several hours for women who became ill.

Since all were housed at The Ramada, talk sessions were relatively simple to arrange during evening hours, before and after sessions.

The local director arranged to transport those participants desirous of hearing the Messiah to the ASU campus to their beautiful Gammage Memorial Auditorium designed by Frank Lloyd Wright. Designed in keeping with the desert environ, this building is a focal point for cultural events.

On Wednesday evening the staff and participants were driven to Scottsdale, courtesy of the Arizona participants with cars. Dinner was served at the Chez Louis in old Scottsdale. There was time to visit a few shops at the Fifth Avenue Shopping Center before dinner.

On Thursday evening the banquet was held in the Cactus Room at the Ramada. Cocktails were available at a cash bar before dinner. The program began with a demonstration by Carlos Beals illustrating the manner in which he developed oral language with boys from Mexican-American homes. Dr. J. J. Lamberts gave an exciting talk on "Oral Language in a Changing World."

G. Practicum Discussion.

The discussions, lively and spirited, resulted from the reports given by various participants selected for these roles some time before the Institute. These articles and the participants responsible for the discussions follow:

Montana, Bill Ferguson Texas, Celestia Davis	"Locating the Switching Device of Oral Language" by Roger Shuy in Oral Language and Reading.

When two discussants disagree a lively group participation is engendered.

Massachusetts, John Kearney Texas, George Bassett	"The Current Discrepancy Between Theoretical and Applied" Linguistics"--David DeCamp

Since Dr. DeCamp was in attendance these two men utilized him in the discussion.

Texas, Jerry Hickman Colorado, Elizabeth Gibson	"Teaching Short Serial Items in a Target Language"--Faze Larudee

Again disagreement in part brought forth a vigorous group discussion.

Alaska, Jean Harlow	"Preparing Navajo Indians to Read"--Hadley A. Thomas

Interesting comparisons and contrasts in teaching Alaskan Indians as well was valuable to the group.

Arizona, Farâlie S. Spell	"Some Co-Occurrences in American Clichés"--Kenneth Croft

A helpful article to disclose teaching techniques by use of the twin and triple clichés.

California, Eddie Hanson Utah, Jewel Bindrup	"Writing: A Thinking Process" by Nancy Arapoff

Here the twosome disagreed with the writer of the article. Good audience response ensued on both sides of the ideas expressed.

New Mexico, Beatrice Estrada	"The Study of the Problems of Teaching English to American Indians"

The speaker here is herself teaching on an Indian reservation. Her comments were valuable.

Arizona, Beverly K. Queal	"The Education of the American Indian by Wortis and Fahy

An Education Specialist in the BIA Area Office, she enlightened the group with an account of the BIA thinking.

H. The School Visitations.

On the afternoon before the visitations Mamie Sizemore of the Division of Indian Education in the Arizona State Department gave an excellent background of the young Indians in school, their problems, their attitudes, their hopes. She dispelled the wrong thinking of some of the participants that the young Indian was taciturn, unemotional, and seemingly indifferent. In addition, she gave out a half dozen excellent mimeographed articles concerning Indians, their culture, and their education.

In the evening Mrs. Martha Davis gave the talking movie of the schools to be visited.

The participants were divided into groups of two, three, or four and assigned schools to visit. Drivers of the cars were the graduate students. In each car was an Arizona supervisor to answer any questions.

The schools visited included:

Indian

Franklin School, Mesa. Public school program for first grade Indian children from the Salt River Reservation.

St. John's Indian School. Parochial residential elementary and high school located on the Gila River Reservation.

Phoenix Indian School. Bureau of Indian Affairs secondary residential school for reservation Indians.

Mexican-American Bilinguals

Wilson School. First grade Title VII bilingual program.

Dysart School. Demonstration Center school for farm migrant children.

Phoenix Union High School. Bilingual program (Title VII) for 100 freshman students.

Disadvantaged

Phoenix Elementary #1. Reading Tutorial program for children from six schools who are bused to the Reading Center at Arizona State University twice weekly.

Ann Ott School. Elementary school (grades K-8) with 90% Mexican-American students.

Grant School. Elementary school (grades K-8) with mixture of Negro, Mexican-American, and Anglo students.

Monterey Park School. Elementary school (grades K-5) with 90% Anglo students.

Tempe High School. Communications program for freshmen students who are in the low track but whose chief problem has been dislike of school.

Carl Hayden High School. Saturation Reading Program (Title I) for all freshmen students.

Each carload visited two, three, or four schools. Since the entire day was devoted to visitations, it was possible for most to get a good idea of what went on. The orientation by Mamie Sizemore and Martha Davis eliminated much overlapping of questions and informational speeches by the administrators.

I. Staff Problems.

All staff members appeared on schedule and conducted their sessions accordingly. In fact, this Institute ran smoothly.

The media equipment was always ready; the young graduate students set up the machines and ran them. Dr. Shafer certainly selected eager, excited young people in his desire to let these prospective teachers understand how Institutes are conducted. They were so eager that they couldn't seem to find enough to do. "What can I do to help you now?" was a constant plea.

J. The Evaluator.

Heretofore the Evaluation Questionnaire, observation of participants, comments by visiting lecturers, participant communication with staff, and similar techniques have served well.

This time, to vary the approach, in addition to the above questionnaire, a graduate student of ASU was selected to write an evaluation. The participants knew what her purpose was; she mingled freely with them, and in daily diary form completed her assignment.

K. Community Night.

Wednesday evening a lay panel comprising a Negro preacher, a lay housewife, and two Mexican-Americans, with Morrison F. Warren, Negro vice mayor of Phoenix serving as moderator, frankly expressed their views concerning pupil progress in Phoenix and Arizona.

The panel was frank and once or twice emotional. Among the comments were these:

"Public schools are not built for the poor."
"The rules and regulations are set up to the disadvantage of the poor."
"According to Arizona law, pupils need not enter school until they are eight years old. There are no public kindergartens provided."
"In Arizona all classes, according to law, are taught in English."
"Put the disadvantaged pupils in with the advantaged--let them see models."
"The present educational scheme is a trap."

The participants were granted the privilege of asking questions or offering comments. But the richest part of the evening came after the panel was concluded. Then the panel members mingled freely with the participants and the give and take was stimulating and unemotional. The panel members seemed delighted with the dedication of the several state supervisors and other educators. It was truly an interesting session.

L. Participant Evaluation.

In response to the question asking for an indication of which speakers were liked this answer was frequent: "no real preference; all gave valuable information." In fact, all lecturers and the instructor were mentioned with enthusiasm.

Dr. John Lamendella addressed himself to the question: What is wrong with second language teaching? His answer was 1) We don't know how to teach it 2) We think we do. Then he proceeded to discuss a lack of textual materials and expressed a need for teachers to create their materials according to the needs of the students concerned.

Dr. John Chilcott stressed Indian Culture. He spoke of the ten Indian languages in the Southwest, even the tribal differences of the Papago Indians where six dialects are spoken. The cultural expansion of the Indian according to his thinking is: 1) the process of inculturation 2) of acculturation (outside the group) and 3) fusion of the original culture and the borrowed culture is the medium for adaptation. Local programs must be designed for the local community was the basic idea of his lecture.

Dr. William Slager's lecture was a discussion of the modal auxiliaries. Eight qualify for the identification he gave: can, could, shall, should, may might, will, would. He gave these means of identification 1) Modals do not have an s marker 2) they have no infinitive 3) they can be used in certain patterns of deletion--the auxiliary doesn't need a full verb 4) they require a verb to complete their meaning and 5) they can be unstressed. The modals, according to him, should be gradually introduced and must be put in meaningful contexts when they are presented.

Dr. J. J. Lambert's talk "Morality of Good English" was humorous and pointed. He gave these points of view about language:

Leftist Group: Change of language is progress.
Liberals: Developments are perfectly normal and are the voice of the people.
Middle of the roaders: Wait and see. Certain changes are inevitable, i.e. whom is doomed.
Whatever was is right Group: All change is corrupt.
Rightist Group: Results of language change are immoral.

Dr. David DeCamp, the instructor for the week, gave practical applications from the linguist's point of view for teaching English as a second language. One of his lectures dealt with sentences. With clever illustrations he utilized the idea that any word in Webster's dictionary just gives a definition of "strings" of words but not sentences. He showed how not all possible combinations of "strings" make up sentences. He emphasized that a grammar must restrict itself to sentences and not "strings." "His was a very practical approach" was a frequent comment. In fact the practical approaches of all seemed to make a heavy impression on the reacting of the participants.

M. Impact of the Institute.

Every member of the Institute indicated that Institutes such as this one should be continued. This statement by one of the supervisors summed up the feeling: "I have written to USOE and to my senators and congressmen urging the continuance of EPDA Institutes. I plan to continue doing this. I wish I could feel as convinced about such programs as Title I as I do about these Institutes."

In answer to the question: "What impact will attendance at this Institute have upon your professional growth on the local educational scene?" these representative statements were given:

"Will have (and past institutes have had) substantial impact on Federal programs I administer, particularly Title I, Headstart, Follow-through, Migrant programs, and bi-lingual programs. Ideas, resources, and occasionally, resource people are gained from my attendance. I also use these Institutes for in-service training with Department personnel and through them, with local school districts."

"Much, much help from the Institute to incorporate in my daily work."

"Materials and the bibliography on English as a second dialect will improve the teaching in this area in my state a great deal."

"My pages of notes contain the seeds of future workshops, and the wealth of NCTE material will be ordered for the teachers. I plan to summarize the highlights of this conference in a newsletter. Already I have a scheduled speech at the University of Tennessee at Chattanooga to report new ideas gained at this conference."

"I am not sure."

"I believe I shall be in a stronger position to provide the leadership which my position requires--particularly so far as teaching English as a second language is concerned and in being cautious regarding the selection of reading textbooks."

"It certainly will influence choices and use of language texts and dictionaries as well as the language programs, especially for students with dialect problems."

"I think it will be of great value."

"I should hope a great deal. Questions that have been raised are as important to me as the answers to questions."

"Dr. DeCamp's explanation of linguistics was on our level. For the first time since I have been in the State Department, I feel as if I understand in a meager way, enough about linguistics and its place in the reading program textbooks so that I could speak intelligently with the teachers who ask one about our state adoption 'problems'."

"The ideas I gathered at this institute will be shared with my fellow-workers."

"I need this kind of experience! (I have used much material from last year's institutes in the new Framework.)"

"Tremendous influence, and I know I can call on a host of back-up experts for problems in my state."

"I have learned what I need to learn in order to help teachers in my state deal with the problems of ESL."

"Never could decide whether the linguistics we are saying should lower 'our standards' in English."

"I seemed to feel that all of the speakers and participants were concerned with the focus of education on the needs of the students rather than the programs."

"The sincerity of these scholars impressed me. This Institute contained some 'affective' learnings which made cognitive learnings more meaningful. The boys' group, the Messiah, Bob Shafer's real feeling for the group were all very significant."

"Dr. DeCamp's generative grammar demonstration. I will use this in my demonstrations around the state."

"I had never before considered the complex process of textbook writing presented by William Slager. I was especially intrigued, also, by David DeCamp's advice on textbook selection, the advice to select linguistically conservatively until the theoretical dust has settled in academic circles."

"Dr. Slager presented an analysis of modals that was new to me. This thorough treatment of one area introduced more questions than answers and emphasized the ephemeral nature of many new grammars."

N. Intriguing Aspects of the Institute.

In answer to the relating of some aspect of the Institute they found intriguing are these representative responses:

"It was difficult for me to view this institute separately. I view the whole series as a continuum which will provide one with a background in language-minority education. This week certainly filled in some gaps and increased my awareness of the particular problems of teaching language to minority groups. Most valuable contribution of the week was probably Dr. DeCamp who discussed some very technical aspects of language in our terms."

"How ESL classes are taught. Different philosophies of participants toward teaching English as well as ESL. A parallel with the teaching of ESD which is my problem."

"Information on English as a second dialect was extremely helpful."

"Textbook selection suggestions--workshop ideas, many practical suggestions."

"The idea that there exists a 'culture of poverty.' The idea that the Negro may be being exploited for economic reasons."

"I can't say that I was intrigued by aspects or knowledge gained, but I was much impressed by the quality of instruction I received. I again wish to express my gratitude for having been invited to attend and for the opportunity of becoming acquainted with staff and participants."

"Being able to ask specific questions of the resource people regarding specific problems which I have to solve. Talking with other consultants about the way they are solving their problems."

"The conversations with people who are writing materials will be of invaluable help. Dr. DeCamp's instruction was most practical."

"That innovative programs seemed to be generated from Federal grants. How many come within the loosely funded budget? That consultants and staff were available--and helpful! That contacts with people in the institute will last beyond December 12."

I received ideas I can immediately do something with especially in answer to those questions that teachers are asking."

"I have gained a number of practical ideas from participants and from teachers in the local schools visited that I intend to suggest to those instructors involved in Texas bi-lingual projects."

"It allowed me to expand my perspective of the field where the state awareness and application of current thinking seem to be varied."

"I believe that I will be able to provide more effective leadership in communication skills and in curriculum development throughout the Phoenix Area of the BIA."

"The simple awareness that many other people, districts, institutions are concerned and working on the problem is most reassuring. In a different vein DeCamp's historical perspective was very helpful."

O. School Visitations.

All but one of the participants expressed approval of the school visitations and felt that they were profitable.

These are some of the comments:

"As much as seeing the different programs, I profited from the teachers and administrators own perceptions of their programs. Often there was a substantial difference between their perceptions and mine."

"I appreciated the opportunity to visit Dysart, Phoenix Union High School and Wilson. These schools have innovative programs; however, I wonder about oral communication and how the skills are developed at the two elementary schools. A discussion in depth would be profitable for me."

"It offered an opportunity to observe both the obstacles and opportunities to break out of a vicious cycle. It also demonstrated at Phoenix Union how intense love for students by the teacher can overcome a variety of obstacles. Programs have to be tailored to local needs."

"We were exposed to programs that actually worked and to some that through objective observation we might judge unsuccessful. Perhaps this observation will enable us to avoid some of the pitfalls of bilingual education and instead implement those techniques that appear to be working."

"More time in a school is needed to gain valuable information. Perhaps if all the visitation time were spent at a single school I could have found some of the answers I sought."

"Reaffirmed some of my own biases and prejudices and showed good teachers in operation."

"The human experience made the machine programs seem so sterile."

"The visitations were very profitable, but the time allotted was not enough to cover all the schools."

"I saw native speakers working as aides in a bi-lingual program. A little girl who needed instruction individually in Spanish received it. The room with over a hundred primary children--was working."

"I would have preferred elementary reading programs, but I felt the problems of ethnic groups came through very well and I can work something later."

"It is always a meaningful experience to see how language and reading programs operate in someone else's school."

"Only reserved judgments can be made on short visits, but I was reinforced in my belief that we are doing much that needs to be done in TESL and in developing culturally based programs from what I observed here."

"This has been the most informative activity for me in terms of secondary education. The selection of schools gave the observer an opportunity to see all kinds of students from all types of environments being provided different kinds of instruction."

"The K-12 visitations were profitable."

"We were able to see programs in action that I believe we can implement in our state."

"Learned a great deal about techniques for TESL and ESP Education. Some good innovations...I would like to have spent all day, e.g., at any one of the three stops we made."

"Instruction in action--somewhat of a laboratory--talking with teachers and students was helpful."

"I think you have arrived at a point where the Institute structure is excellent. Lack of attendance is caused by conditions you simply cannot control, e.g., month. Though you (Eldonna and Mary) may never fully realize the impact you have had on education in the fifty states, I am aware of it at least in Massachusetts. As one who decided some time ago that I would be a professional in the state agency in the sometimes forlorn hope of 'making a difference' I envy you for the real difference you have made. If the heavily funded programs like Title I could make the proportionately greater difference their funding would seem to imply, Commissioner Allen would not have needed to sound the charge for literacy."

"The opportunity to interact with individuals from a broad spectrum of problems and programs. The final wrap-up panel made the whole week seem complete."

"I felt that the Institute was extremely valuable for me; however, there were no aspects that intrigued me more than others."

P. Report of Evaluator.

The following evaluation of the Phoenix Institute was submitted by Connie A. Patrick.

EVALUATION OF PHOENIX INSTITUTE

The EPDA Institute on English for Speakers of Other Languages or Dialects for State Supervisors of English and Reading met in Phoenix, Arizona, December 8-12, 1969. The general trend of the speeches and events was toward public school programs as they exist today with their problems, solutions to problems, setbacks and advances. An undercurrent of this trend was the idea of developing a program (or programs) that would accomplish the task of teaching English to any non-speaker of English, student or otherwise.

The week's program entailed special instruction, speakers, group responses to activities and study packets, school visitations and evaluation reports, and community representatives.

The special instruction was given each day by Dr. David DeCamp of the University of Texas. Many of the topics he discussed were very advanced and innovative, and represented the very forward thinking ideas the ESL program needs:

1. Techniques of foreign language teaching

2. "How to do it" approach to language teaching

3. Can linguistics contribute anything to the teaching of reading and writing?

4. The relationship between a language and a culture: social problems of bi-lingualism and dialectalism, and culture.

Dr. DeCamp's several presentations were well worthwhile in terms of the new information he offered the participants, and

also in terms of his light-hearted approach to much of the subject matter--which kept everyone very much alert and interested.

The conference was fortunate enough to have several speakers from different parts of the country, and although their topics were similar (and only occasionally repetitious), each speaker presented different points of view and a wide range of new information. Their topics were built around the ESL program as it pertains to dialects, bi-lingualism, and the non-speaker of English; the information presented covered Culture and Language, Indian Culture, Teaching English as a Second Language, Language Away from Home, Oral Language in a Changing World, Language and the Problems of Instruction, and background of the Phoenix schools that would be visited. Many of the participants felt that the resource people were the best we could have had; they were "witty, interesting, and well-organized."

During mid-week the conference received a special boost to its energies; a panel presentation entitled "Community Night" stimulated all participants. Moderated by Dr. Morrison F. Warren, of Arizona State University, the panel presented the topic "Pupil Progress: A New View." The panel included a social worker, a preacher, an Associate Dean of Students, and several parents. Their discussion revealed the need for change not only in the educational system but also on the part of the community as a whole. New light was brought to the subject when the panel stated that no child comes into the world speaking a standard English--that he learns his language from his environment; the panel and conference participants all recognized the need to change the structure which creates the deficits in learning, as well as change the attitudes inherent in the structure.

The majority of the participants were attending the conference to familiarize themselves with the ESL program as it pertains to ethnic groups; others had come to the conference in the hope of finding out what was new in the field of ESL, what developments were taking place, what could be expected in the future, and what materials were available. Several participants had been working with the ESL problem for a number of years and were anxious to know what new approaches were being considered in terms of language interference problems. Those who were familiar with the problem realized that students with an English language deficiency had been overlooked educationally; they felt it was time to work with these students and reach them on their own level in order to bring them up to a standard level. (one major step here,

which is becoming more readily employed, is giving I. Q. tests in the native language of the student in question). For the participants with a concern for English as a second dialect, the conference, according to Mr. James O. Turnipseed (Alabama), was hopefully going to relate to "considering English as a second knowledge."

Throughout the conference the participants created an atmosphere that revealed a deep commitment to the educationally deficient. Mrs. Vola M. Hancock (Utah) suggested that one of the steps was to get next to the student and draw on the things that are closest to him--culture, language, environment--for these are what will help us build adequate programs that will be interesting for the student and the teacher.

Mr. Eddie Hanson, Jr. (California) demonstrated a deep concern for all students simply because they are human beings. "The linguistics and ESL are only partly where it's at; what we really need to do is start with the child--if you care enough about him and love him, he will learn. The bi-lingual kids are not dumb--how many other kids can speak two languages and communicate?" Mr. Hanson's comments throughout the conference always related to caring: "The need to care is just as great in the secondary school as in the primary; just because the kids are older doesn't mean they don't require the same concern, love, and attention--they are the same kids we cared about in the primary school."

Attending this conference of the EPDA was a building of knowledge and background; Miss Mildred Major (Tennessee) stated that "this is a time of growing, when problems are brought into the open and discussed."

Mr. Bill L. Ferguson (Montana) reacted to the proceedings by saying that "We have to act on what we do know, and then ask ourselves 'Where do we go from here?' not just wait around to find out about language before we work with it."

The conference allowed for a sharing of ideas and a chance to discuss designing education for the future. Mrs. Jewel J. Bindrup (Utah), who had been to several of the institutes, felt the other institutes had become repetitious, but that this one was a new experience. This conference, according to Mrs. Bindrup, allowed the participants to fraternize with one another and with the speakers; the unstructured aura of the conference created a feeling of freedom--a freedom to move about physically and mentally. The directors of the institute program (Dr. Eldonna L. Evertts, Illinois; Dr. Mary L. Mielenz, Nebraska; Dr. Robert E. Shafer, Arizona) were to be commended for their efforts in making the conference advantageous to the participants.

It was the general consensus of the participants that all human beings learn if we want them to learn; we have to build the self-image, and the idea of "how real a person am I?" That there is no pat answer is evident; but we do need to know all that we can and apply it to the student, for he is a productive person who has something to offer society.

The most valuable idea the conference exposed was that any child or adult can learn if we want him to learn, and we can achieve this through exhibiting care--liking the individual and becoming involved enough so that we don't become callous.

During the conference we discussed the problems of ESL and worked toward a solution to these problems. We found, as we have found before, that the solution is a change in the educational system in order to help the bi-lingual, the bi-dialectical, and the non-speaker of English (as well as the native speaker of English) to achieve a normal status in the American society. Although we discussed the kinds of changes that are needed and the ways to bring them about, the first necessary change must come from within ourselves: a change toward caring enough to work laboriously with the educationally deficient and to give of ourselves; and a change toward working with what we have instead of waiting until something better and easier comes along. Working with the bi-lingual, bi-dialectical, and non-speaker of English is difficult, prolonged, tedious, repetitious, monotonous work--and as human beings, the majority of us avoid as much work as possible: waiting for better methods and approaches to the ESL problem is just an easy way out of working with what we have. Even if our labors are not as productive and rewarding as we would like them to be, we must make the effort and care enough to continue making the effort so at least there will be gradual and applicable break throughs.

We cannot expect tangible changes overnight; we have to change ourselves first and work the problems through. Many of our efforts will have us chasing blind alleys but at least they will save others from the same mistakes, and in turn they can direct their efforts toward other avenues of endeavor, and possibly find the solutions we all need. In the meantime, as we continue to work, institutes such as the EPDA and others will keep us up to date with the trends, achievements, and hopefully solutions.

III. Conclusion.

The full conclusions for the Phoenix Institute appear in the third major division of this final report along with those of the other one-week Institutes.

IV. Appendix.

The Appendix for this particular institute summarizing pertinent information follows in this report. It includes a copy of the daily program, course outline, reference material, an annotated bibliography of the study packet, sample memoranda to participants and the directory of participants.

DAILY PROGRAM

The Ramada Inn East — Phoenix, Arizona

December 8-12, 1969

THE INDIAN AND MEXICAN

EPDA Institute and Fellowship Program
in English for Speakers of Other Languages or Dialects
for State Supervisors of English and Reading

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Mr. Carlos Beals
Chairman, Department of Spanish
Pueblo High School
Tucson, Arizona 85700

Prof. John H. Chilcott
Department of Educational Foundations
Department of Anthropology
University of Arizona
Tucson, Arizona 85700

Mrs. Martha T. Davis
English Supervisor and Coordinator
Phoenix Union High School System
2042 West Thomas Road
Phoenix, Arizona 85015

Dr. J. J. Lamberts
Professor of English
Department of English
Arizona State University
Tempe, Arizona 85281

Dr. John T. Lamendella
Department of Linguistics
University of Michigan
213 Gunn Building
Ann Arbor, Michigan 48103

Dr. William R. Slager
Professor of English
Department of English
University of Utah
Salt Lake City, Utah 84112

Dr. Morrison F. Warren
Director, I. D. Payne Laboratory
Arizona State University
Tempe, Arizona 85281

INSTITUTE PROGRAM, PART II: INSTITUTE STAFF

DIRECTOR:

Dr. Eldonna L. Evertts
Director, EPDA Institute and Fellowship Program
for State Supervisors of English and Reading
1102 College Court
Urbana, Illinois 61801

ASSOCIATE DIRECTOR:

Mr. Robert F. Hogan
Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

ASSISTANT DIRECTOR:

Prof. Robert E. Shafer
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Arizona State University
3021 Fairway Drive
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PRACTICUM DIRECTOR:

Dr. Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTOR:

Dr. David DeCamp
Professor of English and Linguistics
University of Texas
Austin, Texas 78700

SECRETARY:

Mrs. Irene E. Blenker
EPDA Institute and Fellowship for State Supervisors
1102 College Court
Urbana, Illinois 61801

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEES

AUDIO-VISUAL:

Joyce Nelson
J. Paulette Nevins
Leslie Leiter

EVALUATION:

Connie Patrick

NCTE BOOK DISPLAY:

Billie Kaser
Sister Patricia Potter

REGISTRATION:

Brenda Jones
Patricia Mahoney
Barbara Parsons

PROGRAM

REGISTRATION:	Sunday, December 7, 1969 7:30-9:00 p.m. Arcade Room
RECEPTION:	Eldonna L. Evertts Mary L. Mielenz Robert E. Shafer

INSTITUTE PROGRAM, PART IV: DAILY SCHEDULE

MONDAY, DECEMBER 8, 1969

8:00-8:15 a.m.	REGISTRATION:	Staff
8:15-8:30 a.m.	ORIENTATION:	Eldonna L. Evertts, Director
8:30-9:30 a.m.	SUBJECT:	English: Its Past, Present, and Future
	SPEAKER:	John T. Lamendella
	CHAIRMAN:	Eldonna L. Evertts
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	David DeCamp
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	Culture and Language
	SPEAKER:	John H. Chilcott
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
2:30-3:00 p.m.	BREAK	
3:00-5:00 p.m.	SUBJECT:	Indian Culture
	SPEAKER:	Mamie Sizemore
	RESPONSE:	Arizona Participants
	QUESTIONS:	State Supervisors and Guests
	MODERATOR:	Eldonna L. Evertts
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SUBJECT:	Background for School Visitation Pictorial Presentation (Slides)
	SPEAKER:	Martha T. Davis
	VISITATION PROCEDURES:	Robert E. Shafer
	CHAIRMAN:	Mary L. Mielenz

TUESDAY, DECEMBER 9, 1969

8:00 a.m.	DEPARTURE:	Main entrance, Ramada Inn East
	COORDINATORS:	Robert E. Shafer and Martha T. Davis
9:00-12:00 a.m.	VISITATIONS:	Arranged by Robert E. Shafer and Martha T. Davis
12:00-1:00 p.m.	LUNCH	
1:00-3:00 p.m.	VISITATIONS:	Continuation of Visitations Preparation of Group Evaluation for Evening Reports
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SUBJECT:	Evaluation Reports of School Visitation
	SPEAKERS:	Group Recorders and Reporters
	DISCUSSION:	Participants
	CHAIRMAN:	Mary L. Mielenz

WEDNESDAY, DECEMBER 10, 1969

8:00-9:30	a.m.	INSTRUCTION:	David DeCamp
9:30-10:00	a.m.	COFFEE BREAK	
10:00-11:30	a.m.	INSTRUCTION:	David DeCamp
11:30-1:00	p.m.	LUNCH	
1:00-2:30	p.m.	SUBJECT:	Teaching English as a Second Language
		SPEAKER:	William R. Slager
		QUESTIONS:	Participants
		CHAIRMAN:	Robert E. Shafer
2:30-3:00	p.m.	BREAK	
3:00-5:00	p.m.	FILM:	TEACH ME!
		RESPONSE TO FILM:	Participants
		DISCUSSION LEADER:	Robert E. Shafer
		STUDY PACKETS:	State Supervisors
		COORDINATOR:	Mary L. Mielenz
5:00-8:00	p.m.	DINNER	

COMMUNITY NIGHT

8:00-9:00	p.m.	PANEL:	Community Representatives
		TOPIC:	Pupil Progress: A New View
		MODERATOR:	Morrison F. Warren
		CHAIRMAN:	David DeCamp

THURSDAY, DECEMBER 11, 1969

8:00-9:30 a.m.	INSTRUCTION:	David DeCamp
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	David DeCamp
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	Language Away From Home
	SPEAKER:	William R. Slager
	QUESTIONS:	Participants
	CHAIRMAN:	Eldonna L. Evertts
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	STUDY PACKETS:	State Supervisors
	EVALUATION:	Participants and Guests
	CHAIRMAN:	Mary L. Mielenz
4:00-5:00 p.m.	WRITING SESSION:	State Supervisors Conference Rooms
	CONSULTANTS:	Carlos Beals, David DeCamp, William R. Slager, Robert E. Shafer, Eldonna L. Evertts
	COORDINATOR:	Mary L. Mielenz
5:00-6:30 p.m.	COCKTAIL HOUR:	Cash Bar
6:30 p.m.	DINNER:	Cactus Room
	INTRODUCTION:	School Administrators
	SUBJECT:	Case Study: Arizona High Schools
	SPEAKER:	Carlos Beals
	SUBJECT:	Oral Language in a Changing World
	SPEAKER:	J. J. Lamberts
	CHAIRMAN:	Robert E. Shafer

FRIDAY, DECEMBER 12, 1969

8:00-9:30 a.m.	SUBJECT:	Language and the Problems of Instruction
	SPEAKER:	J. J. Lamberts
	CHAIRMAN:	Eldonna L. Evertts
	CONSULTANTS:	Carlos Beals, Eldonna L. Evertts, Mary L. Mielenz, Robert E. Shafer
		By appointment Conference Room
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	David DeCamp
11:30-1:00 p.m.	LUNCH	
1:00-3:00 p.m.	PANEL:	Staff and Participants
	SUBJECT:	English as a Second Language for the American Indian, the Mexican American, the American Eskimo, the American Negro, and Others.
	MODERATOR:	Eldonna L. Evertts

COURSE OUTLINE

EPDA INSTITUTE IN ENGLISH AND READING

Phoenix, Arizona
December 8-12, 1970

Topics for Basic Instructional Sequence

Course Lecturer: David DeCamp, Professor of English and Linguistics, University of Texas, Austin, Texas

December 8
Monday — Applied Linguistics

Intent: Preparation for school visits on Tuesday.

Content:

1. Different techniques of language teaching (translation, direct, mim-mem, audio-lingual, linguistic).

2. Classroom drills, the tools of the trade.

 a. Classification by response: Choral, chain, etc.
 b. Classification by structure: recognition, mim-mem, substitution, transformation, combinatory, etc.

December 9
Tuesday — School Visit

December 10
Wednesday — Language, Dialect, and General Linguistics

Intent: Preparation for Warren's lecture Wednesday evening; debriefing on the Tuesday field-trip.

Content:

First a brief post-mortem on the Tuesday school visits. Then let the group decide which of the following topics should be discussed (and in what order) for the remainder of the morning.

1. General relationship of languages to grammars to linguists.

2. How do dialects come about, and how are they related to languages?

3. What is the relationship between a language and a culture.

4. Why include the history of English in the crowded curriculum?

5. What does generative linguistics have to do with dialects and with bilingualism.

December 11
Thursday

Black English

Intent: To follow up on Warren's Wednesday evening lecture and to lead into Lamberts' lecture Thursday evening.

Content:

1. Is there a "Black English"?

2. The creole hypothesis of origin of Black English.

3. Comparison of black with chicano speech communities.

4. What is meant by "bilingual" and "bidialectal"?

December 12
Friday

Bilingualism, standardization, and the schools

Intent: To wrap up the institute by discussion of positive goals and practicable means of attaining them.

Content:

1. (8-9:00) Dialog between Lamberts, DeCamp, and the participants.

2. (9-11:30) Melodrama (with love, squalor, and intransitive verbs): Can Miss Fidditch forget Radcliffe and Vasser and find happiness in a small southwestern mining town?

REFERENCE MATERIALS

APPLIED PHONOLOGY: ISSUES AND QUESTIONS FOR DISCUSSION

Prepared by Dr. David DeCamp

1. Should some sort of phonetic or phonemic transcription be used? If so, should it be introduced at the beginning of the course or after the instruction in sentence patterns is under way?

2. Should the system of transcription be introduced all at once or in parts (e.g., the stops in one week, the vowels in another; or each sound as it becomes relevant)?

3. Should the same transcription system be used in elementary, intermediate, and advanced courses, or should there be a progression from allophonic writing to phonemic to morphophonemic? Are taxonomic phonemes relevant at all?

4. Should students be required to write the transcription from dictation? If so, when?

5. Should the teaching of phonology begin with complete sentences, phrases, isolated words, or isolated segments?

6. How much of general phonetics should the beginning student learn? Names of the speech organs? Types of articulation? Classification of vowels?

7. Should "pure" phonology be taught at the beginning of the course (i.e., drill on pronunciation without reference to syntax or meaning)? If so, for how long? Should nonsense syllables or rare words be used in teaching pronunciation?

8. After the first few weeks of the course, how much emphasis should be placed on phonology? Should the teacher correct all errors, concentrate on the most serious errors, or concentrate on one type of error at a time?

9. After the first few weeks, should phonology be separated from the teaching of syntax, vocabulary, etc.? That is, in an intensive course should there be a separate class, perhaps with a different teacher, for phonology? In a less intensive course, should part of the class period be set aside for phonology?

10. Should explanation of the sounds (e.g., phonetic description) precede or follow the student's first attempt to imitate the teacher?

11. Should ear training (ability to perceive contrasts) precede or follow the active imitation, or should the two be combined from the beginning?

12. Should segmentals (including syllable tone in languages like Chinese) be taught before or after the introduction of intonation? Or is such ordering impossible?

13. Should the beginning student be discouraged from practicing the language outside the classroom until the habits of proper pronunciation are firmly established? If so, for how long?

14. Should the drill sentences used for teaching phonology be different from those used in teaching syntax, or may they be combined, with phonologically difficult items used in grammatical pattern drills?

15. When the target language has sounds similar, though not identical to, sounds in the native language, should the teacher attempt to convert the familiar sound into the new one (perhaps with such directions as "round your lips and raise your tongue a little higher"), or should the teacher present all the sounds of the target language objectively as something completely new and alien to the students?

16. Should the teacher ever mimic the student's mistake? Or is this reinforcing a bad habit?

17. When and how should paralinguistic phenomena be introduced?

18. Would it be of value to drill the students on their own language as mispronounced by a speaker of the target language?

19. To what extent should phonological practice emphasize features and to what extent segments. That is, should the student be learning the contrast of /e/ vs. /æ/ or the contrast of mid-vowels vs. low-vowels?

20. How and to what extent should students be made aware of assimilation processes, e.g., the negative prefix in <u>intolerable</u>, <u>impossible</u>, <u>illegible</u>, <u>irreverent</u>, etc.?

21. Does student pronunciation benefit from large-scale passive exposure to the language, e.g., loud speakers constantly playing tapes in the dormitory?

PHOENIX STUDY PACKET

Walden, James. (ed.). Oral Language and Reading. Champaign, Illinois: The National Council of Teachers of English, 1969.
Papers from the 1967 elementary Spring Institutes. Articles on techniques and approaches to teaching reading, particularly as it relates to and is supported by oral language.

Ohannessian, Sirarpi. (ed.) English for American Indians. Center for Applied Linguistics: 1717 Massachusetts Avenue, N.W., Washington, D.C., 1969.
Articles on the teaching of English to elementary school and kindergarten children in BIA schools (first two issues) and to teachers in secondary schools (third issue).

Kohl, Herbert R. Teaching the "Unteachable". New York, N.Y.: The New York Review, 250 West 57 Street, 1967.
An account of the author's communication with children in Harlem Schools. It is replete with examples of the poignant writing of the children under his tutelage.

Hird, John. (ed.). Primary English. Caversham, England: National Association for the Teaching of English, 197 Henley Road, 1966.
Articles and research activities selected and prepared by the Primary Schools Sub-Committee of NATE.

Ohannessian, Sirarpi. (Prepared and edited by). The Study of the Problems of Teaching English to the American Indians. Washington, D.C.: Center for Applied Linguistics, 1717 Massachusetts Ave.,N.W., 1967.
A study of the problems of teaching English to American Indians in the care of BIA. Information was drawn from background materials, questionnaires, and visitations.

Hadley, Thomas A. "Preparing Navajo Students to Read." Reprinted from the March 1968 TESOL Quarterly.
An article based in part on findings from other sources. Illustrations of problems of phonemic patterns and cultural meanings of Navajo words in English are noted.

Arapoff, Nancy. "Writing A Thinking Process." Reprinted from the June 1967 TESOL Quarterly.
The article defines writing as a "purposeful selection and organization of experience." Active thought, activity, conscious selection and use of grammatical devices are explained. Illustrations and models show clearly how writing is a thinking process.

Croft, Kenneth. "Some Co-occurrences in American Cliches." Reprinted from the June 1967 TESOL Quarterly.
A list of words in pairs and groups in cliches resulting from our habit of associating them thusly. Many examples of the extensive use of pairs and triplets. Cultural and linguistic information a student needs to know who learns English as a second language.

Wortis, Ethel Emerson and Agnes Fahy. "The Education of the American Indian." Reprinted with permission from the Ethical Culture Schools in New York City. Teaching and Learning. 1969.
An account of weakness in Indian schooling with emphasis directed toward strengthening self-respect among Indian children and adults.

Larudee, Faze. "Teaching Short Serial Items in a Target Language." Reprinted from the June 1967 TESOL Quarterly.
An explanation of how short serial numbers, days of the week, and so on, can be taught. English is used for the students' target language and Persian for the native language. The same steps can be used in teaching any target language.

MacLeish, Andrew. "Adapting and Composing Reading Texts." Reprinted from the March 1968 TESOL Quarterly.
Suggestions and illustrations of how standard reading texts, particularly those which have been current overseas for a number of years, can be adapted from the point of view of current thinking about the sequence in the process of reading.

DeCamp, David. "The Current Discrepancy between Theoretical and Applied Linguistics." Reprinted from the March 1968 TESOL Quarterly.
Suggestions of a few of many aspects of generative theory which can and should be applied to classroom teaching.

The National Interest and the Teaching of English as a Second Language. Champaign, Illinois: The National Council of Teachers of English, 508 South Sixth Street, 1961.
Prepared by the Committee on National Interest of NCTE, the Center for Applied Linguistics of MLA, the Institute for International Education, the Linguistic Society of America, and the National Association of Foreign Student Advisers.
A supplement to the 140-page report.

SAMPLE MEMORANDA TO PARTICIPANTS

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: Speakers, Participants, and Others Attending the Phoenix Institute

FROM: Eldonna L. Evertts, Director

REGARDING: Hotel Accommodations in Phoenix, Arizona

The Institute will meet at the Ramada Inn East, 3825 East Van Buren, (telephone 602/275-7878) in Phoenix. The Institute is scheduled to meet there December 8-12, 1969. The opening session will begin on Sunday night, December 7, with an informal reception at 7:30 p.m. in the Arcade Room. The Institute will close promptly at 3:00 p.m. on Friday afternoon, December 12.

The hotel manager has agreed to furnish complimentary transportation to and from the airport for all those who are staying at the Ramada Inn East. The Inn has their own limousine.

The prevailing rates for single rooms are $9.50, double $11.50, and twin $12.50. The hotel has agreed to confirm reservations and room rates directly to the participants.

Please return the enclosed card to the Ramada Inn East indicating your expected arrival time and the nights you will spend in Phoenix.

Phoenix is one of the most popular cities in the United States for tourists to visit in December. Therefore, it is strongly recommended that you make both hotel and plane reservations as soon as possible. I can understand the reason for this after reading the brochure from the Chamber of Commerce describing this Valley of the Sun. Even the Ramada Inn East has its own golf punting course and heated olympic pool.

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Enclosure

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

November 10, 1969

MEMORANDUM TO: Participants of the EPDA/NCTE Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: Study Packets for Phoenix Institute

This Study Packet is sent to you prior to the opening of the Institute so that you will have opportunity to read and study the enclosed materials before your arrival. The week will be filled with the course instruction, lectures by outside speakers, panels, school visitation and other activities so there will be little time to study these materials after your arrival.

A number of mimeographed articles have been included in the packet. These focus on teaching English as a second language or as a second dialect and suggest some of the problems encountered when teaching those who do not use English as a first language. As you read these materials, you may wish to note other questions which you would like to discuss during the Institute.

One item which will be discussed at some length is Oral Language and Reading by James Walden. This publication gives attention to language acquisition and the contributions of linguistics to reading and the language arts skills. Those of you who are interested in the construction of the new English programs will find the British publication, Primary English, helpful. The role of literature in the English program is evaluated from the point of view of the Dartmouth Seminar in Response to Literature and calls attention to the uses of literature in the classroom. A small but very important pamphlet is The National Interest in the Teaching of English as a Second Language. It makes us aware of an area of instruction which has been neglected for the most part in planning new programs. If you have not had the opportunity of reading Teaching the Unteachable you will especially enjoy this publication by Herbert Kohl.

You are invited to bring questions which you would like speakers or consultants to answer or discuss. Any comments of your own, likewise, will be most welcome. We hope to make this Institute one in which you can explore topics of special interest to you.

The Institute will begin with the reception on Sunday evening, December 7 in the Ramada Inn East in Phoenix at 7:30 p.m. At this time you will receive your registration packet including the program for the week, local information and other materials. The Institute will close on Friday, December 12, at 3:00 p.m. Stipend checks will be distributed at that time. Checks will be mailed to persons leaving before that time.

If your plans have changed and you will not be attending the Phoenix Institute, please return this study packet. However, if you wish to keep it please let us know and we will send you our cost.

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December 8-12, 1970

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OPERATION OF THE PROGRAM

The Mobile Institute

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OPERATION OF THE PROGRAM

The Mobile Institute

"Judgments of people on language are usually grammar correctness. The question is: Who is the model?"

"The natural resources of a child's language is one of the richest sources."

Roger Shuy

I. Introduction.

Bi-lingualism, that of the Negro, was the theme idea of the Mobile Institute. Dr. Kenneth R. Johnson set the scene with three poignant thoughts: Teachers and others must learn to understand the language differences in Negro dialect; they must realize that the language of the Negro is systematized and is a system; they must teach standard English not as a replacement dialect, but as an alternate one. Thus standard English is a second language and must be taught accordingly. Respect for alternate dialectal use is of importance. Dr. Roger W. Shuy paralleled this thinking closely as did other speakers. These ideas seemed to permeate the Institute.

II. Operation of The Mobile Institute.

A. The Participants and Their Selection.

As usual, state supervisors of English and reading were automatically accepted. Again, college and high school supervisors or consultants recommended by the state supervisors were invited. Only the representatives from Nebraska and Arizona were from the area west of the Mississippi River. State supervisors came from Massachusetts, Maryland, New Jersey, New Hampshire, and Rhode Island. Others, from the south

came from Tennessee, Kentucky, Arkansas, Mississippi, Florida, North and South Carolina. Alabama was heavily represented. In fact, a full house was the general rule of attendance.

At this Institute a number of observers were present for a day or two: N. A. Crippens, Deputy Director, Southeastern Education Laboratory, Atlanta, Georgia; Eleanor Underwood, Baldwin County, Alabama; Sandra Busby, Tuscaloosa, Alabama; Mrs. Dorothy T. Schwartz, Birmingham, Alabama.

B. Physical Facilities.

The participants and staff were housed in The Battle House Hotel, a comfortable, old Southern hotel with the atmosphere of the Old South in decor and furnishings. The rooms were most comfortable and quiet. The dining room, Town and Country, was a gracious place to eat. Since the hotel is in the downtown area, other eating houses were accessible. A popular one was The Morrison Cafeteria across the street.

Mardi Gras decor was in evidence on the streets and later in the week those who stayed beyond Friday were able to watch the parade which passed the hotel.

Room rates were reasonable, $9.00 for singles and $13.00 for doubles. Limousine fare from the airport, some seven or eight miles away, to the hotel was $2.50. Alabama participants were very hospitable about taking the participants and speakers to the airport.

The weather was excellent, ranging from warm to cold on one of the days. It was near the end of the camellia season, but these were out.

The meetings were held in the Andrew Jackson room on the mezzanine floor. Morning coffee was served there.

C. Relationship with Staff and NCTE.

The local director of the Institute was not a resident of Mobile hence he was not in a position to host some events. But Mr. A. R. McVay of Bay Minette, Director of Curriculum and Supervision, was most gracious in assisting in arranging a dinner and a luncheon at two of the exclusive downtown clubs. He also sent, without charge, a large bus to carry the participants and staff to Bay Minette for a Monday evening meeting.

The southern hospitality was ever apparent. The visitors, participants and staff mingled freely at meal time and after the meetings. The instructor and lecturers were most gracious in keeping late hours to confer with participants.

The NCTE Book Exhibit, as usual, was a source of learning for the participants.

D. Orientation of Staff and Participants.

As always, the staff and the participants were fully informed of their duties and the arrangements for the Institute well in advance. Housing and financing and similar information was mailed early.

Early information also included the study packets comprising reprints of articles pertaining to the Mobile theme and some monographs. Certain ones of the participants were selected in advance to be prepared to raise issues about or to critically discuss the articles assigned to them for Practicum discussion. The registration on Sunday evening found nearly all of the participants on hand. Local hostesses from Bay Minette and the local director were in charge of the visiting time. Refreshments were rather unique. The hostesses were eager to follow the theme of dialect. Since Baldwin County has many ethnic groups, German, Czech, Greek, Scandinavian and others, women of these groups prepared cookies, coffee cakes or other delicacies which were labeled Dialectal foods. Punch and coffee were also served. But the piece de resistance was the myriad of camellias given by a woman who propagates them, tends them, and has about nine hundred varieties. Huge bouquets graced the tables and the fireplace mantle. Each

participant received one or more of their choice, red, white, pink, variegated. Since the camellia season was drawing to a close the Southern donor gave lavishly to welcome the guests. Some of the group even wanted some of the Spanish moss.

Registration packets contained the Institute roster, the week's program, and maps, booklets, and other information about Mobile and Alabama, these last provided by the Chamber of Commerce.

Name cards were distributed to be worn by all during the week.

Each morning the local director, the instructor, the practicum director, and the director breakfasted together to plan daily events and to evaluate the preceding day's events.

The director conducted a brief orientation session for the participants each morning of the sessions.

E. Media.

On Monday evening, Mr. A. R. McVay provided a large bus to carry the Institute participants and staff to Bay Minette in Baldwin County. There in the well-equipped Media Center the group saw TV tapes of the workings of the Center, listened to and watched tapes depicting school children speaking in their various dialects; saw and listened to tapes of first graders present an original puppet show of LBJ and his ranch. The tapes were synchronized with sound so that the group had a good idea of the Center and the dialectal problems. Dr. Grace Rockarts served as master of ceremony for this program.

Oneone afternoon the British films, Improvised Drama, were shown by request to participants who had not seen them before.

During the Institute Mr. Marvin Johnson, video specialist of the Mobile County Public Schools and Mr. Orland Thomas manned the tape recorders. They also set up and played tapes used by the instructor in some of his lectures.

F. Participant Communication with Director and Staff.

The participants were welcome at all times to consult with the staff and visiting lecturers. The first session the Director made it clear that no host meals were a must so that all could dine together freely and not worry about other folks' checks.

On Monday evening the group attended a dinner at the Beneville Club atop the First National Bank. Situated on the 34th floor, the club dining room was an ideal spot to view Mobile and the waters surrounding the city. Fish and shrimp were served, of course.

On Thursday noon the group were served luncheon at the International Trade Club, within walking distance of the hotel, down by the wharves.

The banquet on Thursday evening carried out the Mardi Gras decor. It was held in one of the dining halls on the mezzanine floor of the hotel. Dr. Kenneth R. Johnson gave a dynamic lecture on Negro dialect. He, himself as a Negro, captured the group with his excellent discussion of Negro culture and dialect.

G. Practicum Discussions.

Lively discussion resulted from the critiques or evaluations of the reports of the participants selected for these roles. These were interesting to all. Some of the articles and the participants responsible for them were:

California, Ruth Overfield — "Some Sociolinguistic Appects of Reading" by Roger W. Shuy, (to be published in a forthcoming IRA Committee on Psycholinguistics)

This article explored the reasoning that black children are not non-verbal but that the setting in the school situation is responsible for this seeming difficulty.

Massachusetts, John Kearney — "Teacher Training and Urban Language Problems," pre-publication version, reproduced with permission from Roger W. Shuy

An article delineating the lack of knowledge of teachers about language, school vocabulary, grammar, pronunciation. The article then presents what the teacher should and must know and a plea for different teacher training.

Nebraska, Mary Ellen Goodenberger "Poor Reading and Delinquency May Go Hand in Hand" a reprint from The Nation's Schools.

This article defines the deprived child and discusses the kinds of deprivations and their results on all children, not the few.

Tennessee, Andrena Briney "The Study of Regional and Social Variety in American English" by James B. McMillan

This article relates the history of the American Dialect Society and the founding of Dialect Notes.

South Carolina, Thomas Parks "Changes in English Teaching in the Past Decades" by Albert H. Marckwardt

A survey of the period of 1900-1930 and the effect of the pronounced shift of the school population upon English teaching.

New Hampshire, Cynthia Mowles "The Oral Usage of English Teachers" by Robert C. Pooley

This paper engendered a few chuckles as the teacher's English other than that of the classroom or organized meetings was related.

Other articles from the study packets were discussed briefly.

H. The School Visitations.

On the afternoon before the visitations the participants were briefed about the schools in the visitation and were then assigned to cars and drivers.

In the evening the entire Institute personnel was bused to Bay Minette for further briefing and pertinent information about visitations.

The participants were divided into three's and four's and assigned to a driver. Each group was given information of the schools and directions. In each car was an Alabama supervisor or teacher to help answer questions.

The schools visited included:

Token Integration

Chatom, Alabama, Washington School System

Atmore, Alabama, Es Cambria County School System

Baldwin County School System

Baldwin County Schools: These had been handpicked and obviously had made extensive preparation for the visitors.

In all these areas elementary, junior and senior high schools were available.

All Black Schools

Monroeville, Alabama

Brewton, Alabama

These were grade school through high school. At Monroeville were three white children and the principal didn't know where they had come from. In Brewton, Grade One had declined to integrate and those children were attending a private school in the basement of the Lutheran Church. The Brewton black school was unaware that we desired to visit.

Indian School

Brewton, Alabama

A school about ten miles from the town. This school also was not on the agenda but some asked to go there.

Each carload visited two school systems. Special reporters in each car gave the school reports during a Practicum session.

I. Staff Problems.

The major problem was the illness of Dr. Beryl Bailey who could not arrive. With little time to spare, the Director was fortunate in obtaining Mrs. Polly Guilford Caskie of Florida State University. Other speakers appeared on schedule and conducted their sessions accordingly.

The most difficult problem was the collapse of the school visitation on the Thursday before the Institute opened. For weeks arrangements had been made and completed for visitations in Mobile. Then came the Supreme Court decision about February 1 desegregating. Mobile closed its schools to the Institute to make arrangements to comply. The local director, the local hostess, the practicum director and the director spent hours telephoning, lining up schools (some one hundred miles away) working out procedures, drawing up road directions, etc. Not until registration time were the arrangements completed.

The men in charge of the media equipment did an excellent job of handling the equipment. They were punctual, efficient, and knowledgeable. All lectures were taped.

J. The Evaluator.

Again an attempt was made to have an outsider evaluate the Institute. Heretofore the observation of participants and the staff, the comments of the instructor and the visiting lecturers were used. Mrs. Muriel Snay, a graduate student of Dr. Lynette Gaines of the University of South Alabama, served as the evaluator.

K. Community Night.

Wednesday a panel comprising:

Mary Gilbert:	Moderator
Robert A. Fox:	A probation case worker
Bishop W.M. Smith:	Bishop of the Methodist Episcopal Church of several states, himself a Negro
Sam Jenkins:	Representative of the Chamber of Commerce
Mrs. Cora Battles:	A Teacher Aide, herself a Negro

The panel was calm. Certainly no controversial issues were raised. No mention was made of the problems of desegregating, of the Supreme Court decisions. In fact, several participants were disappointed that these areas were left untouched. But perhaps this is the way in the deep South. The participants could ask questions, but again controversial discussion did not result.

L. Participant Evaluation.

In response to the question asking for an indication of what speakers were liked Dr. Kenneth R. Johnson, himself a Negro, was a choice. Dr. Johnson discussed Negro dialect in a practical, illuminating way. For example, he explained how in Negro dialect "done" is used for "have" in the perfect tense. Then the past tense and the past perfect tenses are reversed so that "do did done" becomes "do done did." The result? For "I have done it" the dialect becomes "I done did it."

Dr. Roger W. Shuy as well as the other speakers were rated high. All gave valuable information. Dr. Shuy gave practical background information about dialects, illustrating much with a study he is conducting in Mississippi. As one participant explained it "Dr. Johnson was good but we needed Dr. Shuy's background information to prepare for it."

Dr. James B. McMillan spoke about pronunciation variants particularly stressing regional variations of pronunciation. He discussed syntax illustrating with "life and death", "life or death." The population movement accounts for the variants in similar dialects.

Dr. Lynette Gaines discussed the reading problems of Alabama. Her closing admonition for the participants who were to visit schools the next day contained such wisdom as "Look at the pupils not the teacher. Look at their eyes. Do they sparkle? Look at the walls, the blackboards." These and similar remarks indicated the thought that the pupil and his environ tell a story.

Mrs. Polly G. Caskie of Florida State University who filled in at the last minute explained a project she works with having to do with pattern teacking of Blacks. She explained the use of tapes in emotional charged situations and their subsequent analyses.

Dr. John T. Lamendella discussed psycholinguistics. He centered his talk around three questions: 1) What is psycholinguistics? 2) What is the relation of psychology to linguistics? 3) What are the issues?

Dr. Howard G. Dunlap gave a description of rural Southern speech. He defined rural as a town ten miles from a populated town of 10,000. He too has carried on a research in which he taped fifth graders. The upshot of his findings is that black children are not linguistically inferior. He showed, too, how the social class is the criterion to determine linguistic ability indicating that perhaps that total integration of the social classes might change the picture.

M. Impact of the Institute.

All but one of the participants were eager that institutes of this kind be continued. The one who was undecided was negative in his answers; in fact, he was in that mood throughout the Institute.

In answer to the question: What impact will attendance at this Institute have upon your professional growth on the local educational scene?" were these representative answers:

"Sensitivity and understanding, on my part, toward dialect--which I hope I will transmit to teachers--especially those working with disadvantaged children. Further research into problems of my particular area."

"My efforts will be greater to create an awareness of systems, the deviations and interferences in teaching and learning standard English."

"It will serve as impetus for implementing some kind of attempt to ameliorate dialect differences/difficulties in the state's public schools."

"Will help in providing background knowledge to teachers working with Negroes in integrated schools--improve their teaching of language and change their attitude regarding Blacks."

"This Institute was good 'in-service' for me. Will use many of the ideas and information in my work."

"Will share information and ideas with many groups and individuals as I work in many school systems out in the months ahead."

"Impact will continue to affect urban programs in Massachusetts. I administer minority programs under several titles and state programs. We need directional understandings about the cultures and language of minority groups. We need to abandon the old assumptions about these people. This week (and preceding weeks) has given me new insights, new ideas, new directions--and most important new hope."

"I expect to use knowledge gained in all types of inservice situations for teachers and administrators. As a consequence of the institute, I expect to do more reading in the general area of dialects."

"The relationship of reading and linguistics has been somewhat clarified."

"This has been my first real involvement and study of dialect and non-standard language. I am sure the institute will make me more aware of this problem in my work with early childhood teachers."

"I will be more knowledgeable about the subject as I work with in-service groups. The materials will help me help others."

"Great impact!"

"A strong impact on my own professional growth and, I hope, on the local scene."

"I feel that the lectures, the association with the people from so many sections of the country, and the wealth of notes and materials that I acquired here will certainly add to my professional growth."

"Material to present to the local teachers in an in-service program."

"It will be most helpful to me in helping me to assist teachers in planning programs for Negro children."

"I have learned many things from my reading of the materials in the packet mailed to me; I am more interested in linguistics than I ever have been before. Having heard Dr. Shuy, Dr. Johnson, and Dr. Lamendella will certainly make a difference in my attitude concerning the speech of others."

"I have the definite knowledge that the Negro dialect is a systematic dialect and not just lazy speech. This new-gained knowledge will be infinitely beneficial to me in my work with black students and teachers."

"I am far better equipped to: 1) help my teachers work more effectively with black children and 2) read with greater understanding and more depth in the area of linguistics."

"My whole concept of Negro speech (dialect) has been changed. This is constructive."

"Already I see in-service implications growing out of my attendance here. In addition, I can be a little more knowledgeable when I speak with others in my system, to prospective teachers, and out in the state. There will be dialect units in our curriculum wherever possible."

"Not to eradicate the language of the home."

"My own notions about the proper approach to the teaching of "standard" language have been modified. I hope to pass on what I have learned to teachers working with black children."

"I will put much of what I learned into immediate practice. I will know where to obtain publications, consultants, speakers, etc. I am motivated to continue studying, writing and teaching."

N. Intriguing Aspects of the Institute.

In answer to the question to relate some aspect of the Institute that was intriguing were these answers:

"That dialects are respectable."

"That varying dialects have systems; that there are reasons for dialect; that there is hope that a standard language acquisition is possible."

"The actual 'put-into-practice' approaches that might be taken in schools where dialect differences are creating problems. Most of these came from Roger Shuy, the instructor, but some were gleaned from other speakers. Bibliographic references I found helpful."

"Structure and system of black English, Research, studies of Negro speech; repetition drills not effective in teaching standard English."

"Black children everywhere speak about the same. They have their own language system."

"Overview of speech similarities. Recognition of 'child language' that it does exist. Language is bound up with loyalties--home, parents, individuals and groups to whom the child is closely attached. Teacher speaks one dialect, the child another. The teacher should learn enough of the child's language to communicate smoothly."

"The excellence of the speakers--both in pedigrees and in presentation. The balance and camaraderie of the participants. The excellent preparation by staff. Most important perhaps, it's a cumulative effect of the three institutes this year (I suspect it is), but I go back to Boston with a great deal of enthusiasm and confidence--I feel an excitement about the challenges of minority problems in our cities that I feared I had long ago lost."

"The systematic nature of black English was the most interesting discovery of the Institute."

"....some of Goodman's articles I intend to follow up with further readings of his work."

"Although I h[illegible] heard the Negro dialect all my life, I had never realized the amount of organization and system underlying the language. I am fascinated by this and it has changed much of my thinking..."

"The false assumptions that teachers make about non-standard Negro dialect."

"I learned more about transformational grammar."

"In addition to the speakers, who were excellent, I was intrigued with the friendly cordial atmosphere existing throughout. Also with the open-minded, sincere desire to find ways to help children grow and develop through communication."

"The fact that the Negro dialect follows a systematic grammar was a completely new idea to me. I plan to collect some data on this in my area to test this idea for my area of southwest Arkansas."

"Underlying each dialect there is a systematic language. Dr. Johnson's speech on the American Negro."

"I have been particularly interested in learning of the latest research in linguistics. Dr. Johnson's insight into Negro behavior patterns will be very useful to me."

"I was unaware that non-standard dialects followed a structural speech pattern and that in some ways it is more scientific than what we think of as standard dialect."

"The regularity of the Negro system of speech."

"I have gained a far greater appreciation of all dialect, black in particular. I also feel that I will be much more secure in dealing with non-standard English--feel far less guilty about not 'insisting' on 'correct' verb forms, tenses, etc."

"Negro speech is not a corruption of 'white'folks' talk' but a language (dialect) with a system of its own."

"The basic philosophy that underlies State Departments as reflected in the Institute personnel."

"The systematic structure of a dialect."

"I was intrigued by Roger Shuy's and Kenneth Johnson's presentations. Much of Dr. Shuy's presentation was extremely practical, yet an open-ended and flexible approach. Dr. Johnson's remarks were fascinating and applicable to my own local situation."

"Shop talk is always beneficial. I would have learned a great deal just from the exchange with other supervisors. I think I will be more tolerant of the Southern point of view from now on. The complex language system of Negro talk was a phenomenon that had never been apparent to me. I'm sure I was guilty of regarding it as inferior..."

"Respect for each dialect. Recognition of language systems which children have when they enter school. Desirability of giving children opportunity to learn standard speech. Apparent feasibility of careful diagnosis of non-standard speech and prescription of appropriate oral drills, etc."

O. School Visitations.

At this Institute the participants were less enthusiastic about the visitations. Perhaps the inequities of what they saw, the Supreme Court decision so recently handed down, the near pandemonium in getting desegregation into full swing affected this phase. Representative responses to the visitation were:

"I noted in considerable detail the dialectal differences. I saw much to admire in the environment, the teachers' methods and the children's learning activities."

"I was fortunate enough to hear a great deal of child talk--all of it completely comprehensible. I observed good teachers in good schools..."

"...the opportunity of seeing informal speech activities carried on under improvised circumstances."

"Have not decided. The schools were what I call standard. I did not hear rural Negro dialect."

"I felt terribly humbled when as a member of the minority group I visited and talked with young and old people of another race. Boys and girls are basically alike; adults do generate all the prejudice and harm, it would appear."

"Yes, however, the briefing for these visits was not thorough enough."

"They provided a basis for comparison and contrast to my own situation."

"I was impressed with the dedication of teachers, but I was appalled with the unusual priorities that had evidently been set up by some of the schools. The openness of the kids and the teachers to our visitations was great."

"The students were doing some good thinking and asking thought questions. We need more exchange of ideas of students in the classroom. In one school I felt that the panel we heard was merely a rote performance."

"The classrooms were well conducted and the students were responsive. I noticed particularly techniques of involving students in oral language activities."

"...made me realize more than ever the need for adequate methods and materials for teaching English as a second language."

"From the standpoint of listening to language, I found the visits most profitable. The teaching was student-centered with little interference from the teacher."

"Not from dialect observation point of vie but simply seeing other schools, students, and teachers at work."

"As an Alabaman I was familiar with the situation. I imagine it was very beneficial to those from other sections of the country."

"Since I am from the Mobile area I knew the dialect. I enjoyed being with other participants on the trip."

"The opportunity to listen to the children was most interesting."

"Concrete examples of dialect made the lectures more realistic. It was of interest to see school organization and instruction in another state. Traveling with a small group for a particular purpose encouraged good exchange of ideas about education."

"The people in the schools were fine hosts but I saw nothing exciting or innovative nor did I see or hear any black students in the three schools I visited."

"School visitations are so artificial and structured. I don't know how else one gets the flavor of area schools, though so I would urge continuation of the visits."

"Observed many good learning situations happening in spite of adverse conditions (physical plant)."

"Visiting schools in other states gives us an understanding of what is going on in other places. We had an opportunity to verify what we already believe: teacher competency makes the difference everywhere."

"Didn't have opportunity to hear enough dialects of children--principals talked too much about integration problems."

"There was too little preparation on both sides. The local people though extremely gracious and accommodating did not teach for enough 'talking,' pleasant, but not instructive."

"Too little time for observation."

"I saw schools and encountered problems which are not found in my local area."

P. Report of Evaluator.

The following evaluation of the Mobile Institute was submitted by Muriel Snay.

EVALUATION OF MOBILE INSTITUTE

An Evaluation by Muriel Snay, Evaluator for the EPDA/NCTE Institute for State Supervisors of English and Reading which met in Mobile, Alabama, February 2-6, 1970, at the Battle House Hotel.

Sunday, February 1, 1970

Neither threats of tornadoes nor flooded causeway could stop the trek of the members and guests as they braved the squalls of torrential rains to reach the Battle House Hotel in time for the reception and registration of this third institute on dialectology.

Great was their reward as they were warmly welcomed by Dr. Eldonna Evertts, Dr. Mary Mielenz, and Mr. James Turnipseed; greeted by many friends, made at previous institutes; surrounded by Southern hospitality which was evident everywhere, from the camellias--the Alabama state flower--to the beautifully appointed buffet, where bowls of punch and pastries representative of, and baked by, the many "speech communities" in Baldwin County, were served.

Monday, February 2, 1970

Dr. Eldonna Evertts welcomed all members promptly at 8:15 at which time orientation began, setting the pace for the work-filled days to come. The informal atmosphere was most conducive to the assimilation of knowledge.

Dr. Roger Shuy, instructor for the institute, presented a lecture on "Language Varieties." He expounded upon: "What should we know about language?" and "What should we do about language?" Some of the ideas he put forth were: the child comes to school with a language system; there is interference of one language with another; are the English teachers really models?; people make judgments of others on their use of language; language varieties are caused by geographical areas, age, sex, socio-economic status; language dialect may have an effect on the child's learning to read.

The effectiveness of Dr. Shuy's lecture became evident during the coffee break when members began to discuss the lecture and became aware of the variety of dialects present as they drank coffee and browsed through the excellent books on display.

After the coffee break Dr. Shuy continued the instruction until 11:30. The hour and thirty minute break allowed time for the members to visit some of the popular restaurants in downtown Mobile, and to do a little sight-seeing.

At one o'clock friendly James Turnipseed, acting as chairman for the afternoon session, introduced Professor James B. McMillan who through his subject "Evitable and Inevitable Language Problems," reinforced the ideas presented by Dr. Shuy, and emphasized that teachers must respect the language of the child, and acknowledge the child's language as functional. He pointed out that men have "gone to the top" in spite of their grammar and dialect.

Another coffee break was held from 2:30 to 3:00.

At three o'clock Dr. Mary Mielenz introduced Dr. Lynette Gaines whose subject was "Teaching Reading in Alabama." Dr. Gaines stated that there is a trend to upgrade the teaching of reading in the elementary grades and that Alabama is moving forward in the total--Developmental, Corrective, and Remedial reading; in working with disadvantaged children, we must rethink our reading lists; we must be brought up to the 70's; we must think of the flexibility of reading; we must remember that our goals are to make all youngsters feel a part of an on-going society.

There was considerable interaction between Dr. Gaines and the members of the institute. Arising out of the discussion were criteria on which to base observations while visiting the schools on Tuesday.

From four o'clock until five o'clock was a planned session at which time the state supervisors, consultants, and guests shared some of their state projects. Thispperiod proved to be most enlightening.

Mr. Turnipseed had made arrangements for those attending the institute to have a seafood dinner at the Bienville Men's Club atop the First National Bank Building. Among the interesting sights of the city viewed from the thirty-fourth floor was a glimpse of one of the Mardi Gras parades.

At seven o'clock the party rode by school bus, through the rain, to Bay Minette, to the resource center for Baldwin County, where orientation for the Tuesday visitations took place.

Under the direction of Dr. Grace Rockarts and Mr. A. R. McVay everyone was briefed on the experiences the children in the schools are having in the study of dialects. The video-tape made by Edith Lawson's class was shown as an example of how children may become involved in this study. It was a scene at the L.B.J. ranch. Puppets representing the guests were: former president Johnson, Lady Bird, Linda, Ted Kennedy, Ava Gabor, and several others whose dialects differed. The children did an excellent presentation. This class also exchanges tapes with schools in other areas of the United States, thus gaining first-hand knowledge of dialects. The audio-visual materials and discussions were excellent demonstrations of the theme of the institute.

Tuesday, February 3, 1970

Everyone met early in the hotel lobby to begin the trips for visiting the many far-flung schools in the area. Each car started out in a different direction, some to have a 200 mile journey, to visit the various ethnic settlements of Baldwin County.

Much information concerning the dialects of children in the South was gained by observation of classes and by personal interviews with the children.

Wednesday, February 4, 1970

Dr. Roger Shuy continued his instruction. Today's topic was "Social Dialects, Negro Speech in Particular." Some ideas given today were: why can't English teachers build something instead of tearing down?; children are entitled to have their own language patterns and know when to use each; let him write his ideas without penalty at first--more formal prose loses its creativity; most creative activities come from the fringe of society.

Dry Shuy's afternoon subject was "A Linguist's View of the Visitations." From his observations, he concluded: that teacher'training institutions are going to have to change; that we need a new breed of person who'll take research and apply it to pedagogical practice.

At 2:45 "Evaluation Reports of School Visitations" was the topic. Comments by the members showed a variety of experiences in the classrooms, some of which were favorable and some unfavorable. Most comments showed that there is a great need for more and better teacher training, including the methods used by the professors at the Universities who are preparing the young people to teach in the schools.

EPDA/NCTE institutes have great value as resource agents in aiding the supervisors to gain knowledge of the latest research and carry this back to the teachers of their states.

To quote Mary Mielenz: "I hope when people leave this institute they will go out and help the teachers with what they should be doing."

It was noted that children were listening for dialects, too. They did not hesitate to say to the observers: "Youndon't sound like you're from Mississippi," or "You talk funny."

Everyone expressed the value of the visitations in giving first-hand knowledge of the language situation.

Thursday, February 5, 1970

Dr. Shuy concluded his instruction during the morning session.

In the afternoon Mrs. Polly Caskie lectured on research in the classroom, and Dr. John T. Lamendella spoke on "Psycholinguistics and Its Implications for Teaching."

The cocktail hour and banquet were followed by the "highlight" of the institute. Dr. Kenneth Johnson, whose topic was

"Non-standard Negro Dialect and What You Should Know About It." He said in no uncertain terms that teachers must understand that the Negro dialect is a systematic language. It operates systematically and is predictable.

Friday, February 6, 1970

Dr. Johnson's subject was "False Assumptions Teachers Make About Non-standard Negro Dialect." He gave effective methods from which teachers will be able to deal with dialects.

After the coffee break, Mr. Howard Dunlap spoke on "A Description of Rural Southern Speech." He pointed out that dialects are accidents of geography; that one dialect is as good as another; and tolerances for our differences are needed.

Mr. Dunlap remarked that this was the best single institute that he had ever attended. The planners and hosts had organized it very well.

After lunch the program consisted of reports by participants on the study packets. These reports were very well done and informative.

Mrs. Andrena C. Briney, Supervisor of Instruction, State Department of Education, Nashville, Tennessee summed up her report with: "I wish we could incorporate into our society the graciousness and courtesy that we found in Alabama."

The film which concluded the instructional part of the institute was an excellent visual aid demonstrating what can be done to involve the children in language activities.

After hurried adieus the institute broke up. Some people were rushing to catch planes, others leisurely returning to their rooms with plans of sight-seeing on the morrow.

Various quotes from members of the institute during interviews with the evaluator:

> "I wish we could have shorter coffee breaks and more time before the dinner hour."
>
> "I would like to see less lecture type and more interaction between the speaker and the audience."
>
> "I wish we could have had time for a planned tour of historic Mobile. I'd like to see things while I am here."

"It's too bad that we couldn't have seen some of the parades and gotten into the Mardi Gras spirit."

"The total benefit of this work to teachers and their students will be tremendous."

"This is truly a work session from which much is gained and members are filled with knowledge which they are eager to carry back to their teachers."

"A great amount of good is being done by the supervisors throughout the United States."

"The speakers were very interesting and very capable."

"The literature displayed, and that which was given out, was very valuable."

"The five minute orientation every morning, given by Dr. Evertts, was very helpful."

"The Southern hospitality was one of the experiences of the institute."

"I think that the same consultants and participants should attend all the institutes in order to become well enough acquainted to do deeper consulting."

"This is the best institute I've ever attended."

"I think it's a good thing to have several meetings close together, as it makes for better attendance."

"Institutes provide an opportunity for the exchange of ideas among supervisors from the various states."

"The teaching of English will be more effective, and teachers will understand and modify their behavior in the classroom after attending this institute."

"The knowledge gained from this institute will make a difference in what goes on in the classrooms."

"The cooperation of the administration and teachers in the schools which we visited was remarkable. Some of them had had very short notice."

"The children in all the schools were extremely polite."

"There were no problems. The people were attentive. There were more people present at all meetings than at any other institute I have attended."

III. Conclusion.

The full conclusions for the Mobile Institute appear in the third major division of this final report along with those of the other one-week Institutes.

IV. Appendix.

The Appendix for this particular institute summarizing pertinent information follows. It includes copies of the daily program, course outline, bibliography for advance study, an annotated bibliography of the study packet, school visitation schedule, sample memoranda to participants, and the directory of participants.

DAILY PROGRAM

The Battle House Mobile, Alabama

February 2-6, 1970

THE NEGRO AND RURAL AMERICAN

EPDA Institute and Fellowship Program
in English for Speakers of Other Languages or Dialects
for State Supervisors of English and Reading

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Mrs. Polly Guilford Caskie
Researcher
Florida State University
Tallahassee, Florida

Mr. Howard G. Dunlap
English Education
Emory University
Atlanta, Georgia 30322

Dr. Lynette Gaines
Professor of Reading
University of South Alabama
Mobile, Alabama 36608

Dr. Kenneth Johnson
Assistant Professor of Education
1413 University Hall
University of Illinois, Chicago Circle Campus
Chicago, Illinois 60680

Dr. John T. Lamendella
Specialist in Education
University of Illinois
Champaign, Illinois 61820

Dr. James B. McMillan
Chairman, Department of English
University of Alabama
Box 1832
University, Alabama 35486

Dr. Grace Rockarts
Associate Professor of English Education
University of Alabama
University, Alabama 35486

INSTITUTE PROGRAM, PART II: COMMUNITY NIGHT

Moderator:

Mrs. Mary Gilbert
5913 Cottage Hill Road
Mobile, Alabama

Panel Members:

Mrs. Cora Battles
555 Tisdale Street
Mobile, Alabama

Mr. Robert A. Fox
Executive Director
The Family Counseling Center
450 Government Street
Mobile, Alabama

Mr. Sam Jenkins
Assistant Director Management Development
Southern Kraft Division
International Paper Company
Mobile, Alabama

Bishop W. M. Smith
AME Zion Church
1509 Basil Street
Mobile, Alabama

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEES

NCTE PUBLICATIONS:

Mrs. Dorothy Breland
Helping Teacher, English and Foreign Language
Mobile County Public Schools
Box 1327
Mobile, Alabama 36601

AUDIO-VISUAL:

Mr. Marvin Johnson
Video Specialist
Mobile County Public Schools
Box 1327
Mobile, Alabama 36601

Mr. Ed Machlan
Audio-Visual Director
Baldwin County Board of Education
Bay Minette, Alabama 36507

Mr. Orland Thomas
Supervisor of Music
Mobile County Public Schools
Box 1327
Mobile, Alabama 36601

CONSULTANTS FOR LOCAL COMMITTEE:

Mr. David Toenes, Manager
Civic Development Department
Mobile Area Chamber of Commerce
P. O. Box 2187
Mobile, Alabama 36601

Mr. Wilson Borden, Manager
Convention Department
Mobile Area Chamber of Commerce
P. O. Box 2187
Mobile, Alabama 36601

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEES (continued)

HOSPITALITY:

Mrs. Nelle C. Hause
Reading Consultant
State Department of Education
State Office Building
Montgomery, Alabama 36104

Miss Katherine Steedley
Supervisor of English
Baldwin County Board of Education
Bay Minette, Alabama 36508

REGISTRATION:

Mr. Lenwood Holliman
Supervisor of Instruction
Pickens County Board of Education
Carrollton, Alabama 35447

INSTITUTE PROGRAM, PART IV: INSTITUTE STAFF

DIRECTOR:

Dr. Eldonna L. Evertts
Director, EPDA Institute and Fellowship
Program for State Supervisors
1102 College Court
Urbana, Illinois 61801

ASSOCIATE DIRECTOR:

Mr. Robert F. Hogan
Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

ASSISTANT DIRECTOR:

Mr. James O. Turnipseed, Coordinator
Communicative and Fine Arts Section
Secondary Division
State Department of Education
State Office Building
Montgomery, Alabama 36104

PRACTICUM DIRECTOR:

Dr. Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTOR:

Dr. Roger W. Shuy, Director
Sociolinguistics Program
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D. C. 20036

INSTITUTE PROGRAM, PART IV: INSTITUTE STAFF, (continued)

SCHOOL NIGHT AND COMMUNITY NIGHT:

Mrs. Bernice J. Causey
Supervisor and Coordinator of Secondary Instruction
Mobile County Board of Education
P. O. Box 1327
Mobile, Alabama 36601

Mr. A. R. McVay
Director of Curriculum and Supervision
Board of Education
Baldwin County
Bay Minette, Alabama 36507

EVALUATOR:

Miss Muriel Snay
University of South Alabama
Mobile, Alabama

PROGRAM

REGISTRATION:	Sunday, February 1, 1970 7:30-9:00 p.m.
RECEPTION:	Eldonna L. Evertts Mary L. Mielenz Nelle C. Hause James O. Turnipseed
HOSTESSES:	Baldwin County Teachers

All meetings will be held in the Andrew Jackson Room

INSTITUTE PROGRAM, PART V: DAILY SCHEDULE

MONDAY, FEBRUARY 2, 1970

8:00-8:15 a.m.	REGISTRATION:	Staff
8:15-8:30 a.m.	WELCOME:	Dr. J. C. Blair Director, Secondary Division State Department of Education Montgomery, Alabama
	ORIENTATION:	Eldonna L. Evertts, Director
8:30-9:30 a.m.	INSTRUCTION: TOPIC:	Roger W. Shuy Language Varieties
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Roger W. Shuy
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	Evitable and Inevitable Language Problems
	SPEAKER:	James B. McMillan
	QUESTIONS:	Participants
	CHAIRMAN:	James O. Turnipseed
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	SUBJECT:	Teaching Reading in Alabama
	SPEAKER:	Lynette Gaines
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
4:00-5:00 p.m.	SUBJECT:	State Projects
	SPEAKERS:	State Supervisors and Guests
	MODERATOR:	Eldonna L. Evertts
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	VISUAL PRESENTATION:	Slides and video tapes
	COMMENTATOR:	Grace Rockarts Associate Professor of English Education University of Alabama
	CO-CHAIRMEN:	Bernine Causey, A. R. McVay
	PLACE:	Materials Center Bay Minette, Alabama

TUESDAY, FEBRUARY 3, 1970

7:45 a.m.	DEPARTURE:	Main entrance, Battle House
	COORDINATORS:	James O. Turnipseed Nelle C. Hause Bernice J. Causey A. R. McVay
9:00-12:00 a.m.	VISITATIONS:	
12:00-1:00 p.m.	LUNCH	
1:00-4:00 p.m.	VISITATIONS:	Continuation of Visitations
6:00 p.m.	DINNER	
8:00 p.m.	EVENING SESSION:	Individual and Group Study
	CONSULTATIONS:	By appointment-- Roger W. Shuy Mary L. Mielenz John T. Lamendella Eldonna L. Evertts

WEDNESDAY, FEBRUARY 4, 1970

8:00-9:30 a.m.	INSTRUCTION: TOPIC:	Roger W. Shuy Social Dialects, Negro Speech in Particular
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Roger W. Shuy
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT: COMMENTATOR: CHAIRMAN:	A Linguist's View of the Visitations Roger W. Shuy Eldonna L. Evertts
2:30-3:00 p.m.	BREAK	
3:00-5:00 p.m.	SUBJECT: SPEAKERS: DISCUSSION: CHAIRMAN:	Evaluation Reports of School Visitation Group Recorders and Reporters Participants Mary L. Mielenz
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	MODERATOR: PANEL: TOPIC: CHAIRMEN:	Mary Gilbert Cora Battles, Robert A. Fox, Sam Jenkins, Bishop W.M. Smith Our Community Bernice J. Causey A. R. McVay

THURSDAY, FEBRUARY 5, 1970

8:00-9:30 a.m.	INSTRUCTION: TOPIC:	Roger W. Shuy Potential Dialect Interference to Reading
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Roger W. Shuy
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT: SPEAKER: QUESTIONS: CHAIRMAN:	In Defense of Adding a Dialect Polly Guilford Caskie Participants Roger W. Shuy
2:30-3:00 p.m.	BREAK	
3:00-5:00 p.m.	SUBJECT: SPEAKER: COMMENTS: QUESTIONS AND ANSWERS: CHAIRMAN:	Psycholinguistics and Its Implications for Teaching John T. Lamendella Howard G. Dunlap Participants Mary L. Mielenz
5:00-6:30 p.m.	COCKTAIL HOUR	Cash Bar
6:30 p.m.	DINNER: SUBJECT: SPEAKER: CHAIRMAN:	Civic Room #2 No host Non-Standard Negro Dialect and What You Should Know About It Kenneth Johnson James O. Turnipseed

FRIDAY, FEBRUARY 6, 1970

8:00-9:30 a.m.	SUBJECT:	False Assumptions Teachers Make About Non-standard Negro Dialect
	SPEAKER:	Kenneth Johnson
	QUESTIONS:	Participants
	CHAIRMAN:	James O. Turnipseed
9:30-10:00 a.m.	COFFEE BREAK	
10:00-12:00 a.m.	INSTRUCTION:	Howard G. Dunlap
	TOPIC:	A. Description of Rural Southern Speech
12:00-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	REPORTS:	Study Packets
	SPEAKERS:	Participants
2:00-3:00 p.m.	SUMMARY PANEL	
	MODERATOR:	Eldonna L. Evertts
	MEMBERS:	Mary L. Mielenz
		James O. Turnipseed
3:00 p.m.	CLOSE OF INSTITUTE	

COURSE OUTLINE

EPDA INSTITUTE IN ENGLISH AND READING
Mobile, Alabama
February 2-6, 1970

Topics for Basic Instructional Sequence

Course Lecturer: Roger B. Shuy, Director, Sociolinguistics Program, Center for Applied Linguistics.

References: Publications contained in study packet.

February 2 Monday — Language Varieties

1. Attitudes toward language variation; subjective judgments about language variation.
 a. What do teachers know about language variety?
 b. Is there such a thing as Negro speech?
 c. What terminology exists for discussing language variation?
 d. How good are children, as opposed to adults, at assigning race and social status to speech performance?
2. Types of Language Variation.
 a. Historical
 b. Geographical
 c. Social

February 3 Tuesday — School Visit

1. How different or similar are second languages and second dialects?
2. What constitutes institutional interference to language teaching?
3. What does it mean to be non-verbal?
4. Should Standard English be taught at all?

February 4 Wednesday — Social Dialects, Negro Speech in Particular

1. How is Standard English found?

2. What are the characteristics of Nonstandard dialects?

 a. Phonology
 b. Grammar

February 5 Thursday — Potential Dialect Interference to Reading

1. In the Spelling System

2. In the Grammar Representation

3. In the Cultural Context

February 6 Friday — A Description of Rural Southern Speech.

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Shuy, Roger W., "The Relevance of Sociolinguistics for Language Teaching," a paper presented at the TESOL Convention, March 1969.

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Shuy, Roger W., "Whatever Happened to the Way Kids Talk?" Paper presented at National Conference on the Language Arts, April 1969. (To be published by NCTE).

Shuy, Roger W., "Bonnie and Clyde Tactics in English Teaching," Published by NCTE, November 1968.

Shuy, Roger W., "The sociolinguists and Urban Language Problems," from Language and Poverty: Perspectives on a Theme, Frederick Williams, Editor.

Shuy, Roger W., "Teacher Training and Urban Language Problems," (pre-publication version).

MOBILE STUDY PACKET

Shuy, Roger W., "The Relevance of Sociolinguistics for Language Teaching," a paper presented at the TESOL Convention, March 1969. A brief overview of some of the ways in which recent sociolinguistic research is contributing to a knowledge of language teaching with focus on the American urban black children.

Shuy, Roger W., "Some Sociolinguistic Aspects of Reading," portions from a paper presented at 1969 IRA Meeting, "Language Variation and Literacy," to be printed in a forthcoming IRA Psycholinguistics Committee publication. Implications for reading with stress on a closer relationship of written materials to the various kinds of oral language and a reassessment of teacher training programs in reading and language arts.

Shuy, Roger W., "Whatever Happened to the Way Kids Talk?" Paper presented at National Conference on the Language Arts, April 1969, and to be published by NCTE. Points out the power of the child's beginning point, the individual oral language he brings with him to the classroom. Advocates emphasis on self-instructional and tutorial approaches.

Shuy, Roger W., "Bonnie and Clyde Tactics in English Teaching." A speech given to members of NCTE at the Center for Applied Linguistics, Washington, D. C., November 1968, ERIC call number ED-024928. A description of three positions in connection with non-standard English (1) eradication (2) biloquialism and (3) non-standard for standard speakers.

Shuy, Roger W., "The Sociolinguists and Urban Language Problems," from Language and Poverty: Perspectives on a Theme, Frederick Williams, Editor. The problems of solution in the field of urban language are related with suggestions that not only the Negro needs attention. Sex differences, age groups, friendship groups and their effects on language acquisition need study.

Shuy, Roger W., "Teacher Training and Urban Language Problems," (pre-publication version). Outlines the necessity for training teachers in sociolinguistics. Emphasizes that the field of linguistics must come to grips with contemporary social issues.

Havinghurst, Robert J., "Poor Reading and Delinquency May Go Hand in Hand," reprinted with permission from The Nation's Schools, November 1959. The Modern Hospital Publishing Co., Inc., Chicago. A discussion of the deprived child and relating the three kinds of deprivation and their effect on the child of the slum as well as the child of the expensive suburb.

Bailey, Beryl Loftman, "Social Dialects and the Teaching of English," English for the Junior High Years. Edited by Stephen Dunning, NCTE, 1969. A discussion of the non-standard dialect or dialects spoken by most Negroes in urban ghettoes and in rural sections of the country.

Stewart, William A., "Sociolinguistic Factors in the History of American Negro Dialects," The Florida FL Reporter, Vol. 5, No. 2, Spring 1967. Washington, D.C., Center for Applied Linguistics. A discussion of contemporary dialect differences against the background of historical and social forces which have contributed to these differences.

Stewart, William A., "Continuity and Change in American Negro Dialects," reprint from The Florida FL Reporter, Spring 1968. Center for Applied Linguistics, Washington, D.C. Discusses patterns in Negro dialects as they have developed "through a perfectly normal kind of language process."

Bibliography, "Books of Negro History and Culture," Information Retrieval Center of the Disadvantaged, Ferkauf Graduate School of Education, Yeshiva University. A listing of books of Negro history and culture by title, author, publisher, and price.

Denby, Robert V., "Negro Literature for Secondary English and Humanities Courses": An NCTE/ERIC Report. Reprint from The English Journal, May 1969. The findings of a 1963 survey of the main literary works taught to all students in any United States secondary school English class.

Denby, Robert V., "Literature by and about Negroes for the Elementary Level," reprint from Elementary English, November 1969. A report on documents pertinent to including literature by and about Negroes at the elementary level. It gives a rationale for including Negro literature, background, reading for teachers, and bibliographies of instructional materials.

McDavid, Virginia, Editor, Language and Teaching, essays in honor of W. Wilbur Hatfield. Chicago State College Publication Series. 1969. Articles in tribute to W. W. Hatfield. Changes in English teaching, the language component, regional and social variety in language, oral usage of English teachers and others written by eminent educators.

Strata, Leslie, Editor, Writing, English in Education, Vol. 3, No. 3, Autumn 1969. Published by The National Association for the Teaching of English in association with Oxford University Press. Articles of interest to junior, secondary and further education teachers, which offer practical and detailed suggestions on teaching in the classroom. Articles on creative writing and impersonal writing.

Hird, John, Editor, Primary English, Bulletin volume III, No. 3, Autumn 1966. Published by the National Association for the Teaching of English. An issue of the NATE Journal. Includes articles by British teachers on written work, oracy, varying approaches to the language arts, study of specific children's books, and a discussion of children's research.

Squire, James R., Editor, Response to Literature. National Council of Teachers of English, 1968. Papers relating to the Anglo-American Seminar on the Teaching of English at Dartmouth College, New Hampshire, 1966. Contains articles on literature, moral imagination, reading and writing by James N. Britton, D. W. Harding, James E. Miller, Jr., Benjamin DeMott, and James R. Squire.

Bibliography of Studies in Urban Education, brochure, Teachers College Press.

Brochures from Center for Applied Linguistics, Washington, D. C.

SCHOOL VISITATION

EPDA INSTITUTE AND FELLOWSHIP
FOR STATE SUPERVISORS OF ENGLISH AND READING

VISITS TO ALABAMA SCHOOLS
TUESDAY, FEBRUARY 3, 1970

1. Car 1 and Car 2.

Breakfast and lunch at the discretion of the group. Consideration must be given to the time of the visitation and the distance.

Departure Battle House: 7:30 a.m.

Destination: Chatom, Alabama (Washington County School System)
Distance: About 70 miles
Route: Take U.S. 45 and then State 17 to Chatom.

Arrival time: 9:00 or 9:15

Contact: Mrs. Hensen, Supervisor. Phone 847-2813

Directions: Meet Mrs. Hensen at her Title I Office, the basement of the court house.

Drive from Chatom to Monroeville, Alabama

Distance: Approximately 80 miles

Route: Go east on State 56, turn left on U.S. 43, then right on U.S. 84 at Grove Hill, then left on Highway 47 (about 5 miles)

Destination: Monroeville, Alabama (Monroe County School System)

Arrival time: 1:00

Contact: Mr. James Allen. Phone 743-3194

Directions: Meet Mr. Allen at the Material Center, one block east of the square.

Return to Mobile: Go south on State Highway 21 to Super highway 65 going west to 225; then pick up Highway 31 going west to Mobile.
Approximately 85 miles to Mobile.

2. Car 3 and Car 4.

Breakfast and lunch at the discretion of the group. Consideration must be given to the time of the visitation and the distance.

Departure Battle House: 7:30

Destination: Monroeville, Alabama (Washington School System)

Distance: Approximately 85 miles

Route: Highway 31 beyond Spanish Fort; then Highway 225 to Interstate 65. Exit on State Highway 21 into Monroeville.

Directions: Meet Mr. Allen at the Material Center, one block east of the square.

Destination: Chatom, Alabama (Washington County School System)

Distance: Approximately 80 miles

Route: State 47 west then right on Federal 84 to Grove Hill. Left on 43 to Wagerville, then right on State 56 to Chatom.

Contact time: 1:00

Contact: Mrs. Hensen, Supervisor. Phone 847-2813

Directions: Meet Mrs. Hensen at her Title I Office, the basement of the court house.

Return to Mobile: South on State 17, left on Federal 45 into Mobile.

Mileage: Approximately 61 miles

3. Car 5 and Car 6.

Breakfast and lunch at the discretion of the group. Consideration must be given to the time of visitation and the distance.

Departure Battle House: 7:30

Destination: Atmore, Alabama (Escambia County School System)

Distance: Approximately 55 miles

Route: East on Highway 31

Contact: Mr. Arnold will meet with the group at the A. C. Moore School

Drive from Atmore to Brewton, Alabama

Destination: Brewton, Alabama, Brewton City School System

Distance: 29 miles

Route: U.S. 31 going East

Contact time: 1:00

Contact: Mr. William Pendergrass at T.R. Miller High School. His office joins T.R. Miller on Highway 31, on the right just before reaching Brewton.

Return to Mobile

Route: Highway 31 going West. (Approximately 84 miles)

4. Car 7 and Car 8.

Breakfast and lunch at the discretion of the group. Consideration must be given to the time of visitation and the distance.

Departure Battle House: 7:30

Destination: Brewton, Alabama, Brewton City School System

Distance: Approximately 80 miles

Route: U.S. 31 going East

Contact: Mr. William Pendergrass at T.R. Miller High School. His office joins T.R. Miller High on Highway 31, on the right just before reaching Brewton.

Drive back to Atmore, Alabama

Destination: Atmore, Alabama (Escambia County School System)

Distance: Approximately 29 miles

Route: Highway 31 going West.

Contact: Mr. Arnold will meet with the group at the A. C. Moore School.

Contact time: 1:00

Return to Mobile

Route: Highway 31 going West. Approximately 55 miles.

5. Car 9, Car 10, and Car 11.

Breakfast and lunch at the discretion of the group. Consideration must be given to the time of the visitations and the distance.

BAY MINETTE

Destination: Baldwin County Schools

Contact: Mr. J. A. McVay
Material Center

Visitation all day in Baldwin County

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

January 12, 1970

MEMORANDUM TO: Participants, Mobile Institute

FROM: Eldonna L. Evertts, Director

RE: Study Packet

This package contains the study material you will need for Mobile. A number of the articles were selected by the course lecturer and the other speakers so plan to read the material before the Institute begins. This may mean reading on the plane!

The Institute will begin with a reception on Sunday evening, February 1, in The Battle House in downtown Mobile, at 7:30 p.m. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The Institute will close on Friday, February 6, at 3:00 p.m. Stipend and dependency checks will be available at that time.

Remember to bring this study packet with you to Mobile.

ELE:rhg

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Everts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

January 12, 1970

MEMORANDUM TO: Participants for Mobile Institute

FROM: Eldonna L. Evertts, Director

RE: Hotel Reservations

The Institute in Alabama will be held at The Battle House, Royal and St. Francis Street, Mobile, February 2-6, 1970.

Room rates are $9.00 for a single room and $13.00 for doubles or twins, plus state room tax.

Airport limousine transportation is available between the airport and the hotel for approximately $2.65 per person.

A room reservation card is enclosed with this memorandum for your convenience. This card should be mailed now to The Battle House. Confirmation will be mailed directly to you by the hotel.

The Institute in Mobile will begin with a reception on Sunday evening, February 1, at 7:30 p.m. in the Andrew Jackson Room. It will conclude at 3:00 p.m. on Friday, February 6.

Reports from Jim Turnipseed, the local director, indicate our visit to the land of the azalea will be eventful. Within walking distance of the hotel will be many historic houses and charming restaurants. Bellingrath Gardens will be on the agenda. And for those who can stay over an extra day or two, arrangements can be made to visit the U. S. S. Alabama, a battleship from World War II now located in Mobile Bay.

So mail your hotel reservation today!

ELE:rhg
Enclosure: Hotel request card

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

January 13, 1970

MEMORANDUM TO: Speakers, Consultants, and Others

FROM: Eldonna L. Evertts, Director

RE: Mobile Institute

We are all looking forward to your visit to The Battle House in Mobile for the third in our series of NCTE/EPDA Institutes for State Supervisors of English and Reading. This Institute begins with a reception on Sunday evening, February 1, and concludes on Friday afternoon, February 6, at 3:00 p.m.

Plane reservations are sometimes difficult to confirm in and out of Mobile not only because it is a busy seaport and industrial city but also because our Institute will be held close to the Mardi Gras season. I hope you already have a confirmed flight and if not may I suggest that you do so as soon as possible. Some of you may be so fortunate as to live near enough so you can drive and thus not have to worry about plane reservations.

A Mardi Gras Parade is scheduled for Friday afternoon from 2:00-4:00 p.m. This will tie up traffic and may slow up travel to the airport. You may wish to keep this in mind when planning your departure time.

The enclosed tax form should be used when you pick up your airplane ticket. If you have the Travel Reimbursement Information Sheet completed while you are in Mobile, you will be able to sign the official university form which I will have with me. It will then be possible for me to speed your check to you for your expenses after I return to the University of Illinois campus.

The Institute will be held at The Battle House in Mobile. The hotel is located on the corner of Royal and St. Francis Streets. Room rates are $9.00 for a single room and $13.00 for doubles or twins plus state room tax. I am enclosing a room reservation card for your convenience. This card should be mailed directly to The Battle House. Confirmation will be mailed to you by the hotel.

Airport limousine transportation is available between the airport and hotel for approximately $2.65 per person.

During the Institute informal question and answer sessions and consultant periods will be held for the participants and speakers. We hope it will be possible for you to engage in some of these discussions while you are with us. However, these will not involve any preparation on your part. You are invited to attend any of the lectures, practicum sessions, or other meetings which are held during your visit. If you are here on Wednesday evening, you will especially want to hear the Community Panel. Tickets for the Thursday night banquet dan be secured from Mr. Turnipseed, the assistant director, when you arrive in Mobile. The visitations on Tuesday are a highlight of the Institute and if your schedule permits we hope you can go with us.

Please return the enclosed postal card with your social security number. I will have your honorarium check with me in Mobile if it is received soon in our office.

ELE:rhg

Enclosures: Hotel Reservation Card
Travel Reimbursement Information
University Regulation for Reimbursement
Transportation Tax Exemption Certificate
Return Card (S.S.)

DIRECTORY OF PARTICIPANTS

February 2-6, 1970

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OPERATION OF THE PROGRAM

The New York Institute

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OPERATION OF THE PROGRAM

The New York Institute

"Pupils need casual English more than formal English. But American English concentrates on lower level English."

Albert Marckwardt

I. Introduction

The dialect of the Negro and the Puerto Rican were highlighted at this conference. This discussions led into such comments by Dr. Marckwardt as this: "Radio and TV have less effect on dialect than has been supposed because on radio and TV you don't talk back. In a face-to-face situation when you need a response you change dialect."

Exciting, too, was the description by Dr. Freedman of The College Discovery Plan and the one by Mr. and Mrs. Carpenter relating the facts of their two-year-old Harlem Preparatory School.

Probably disconcerting was the point of view of Clifford Mason, the Black playwright. His thinking is that white drama is bankrupt, that Black theater will be in the ascendency in this decade wherein Black people will use drama as their weapon.

II. Operation of the New York Institute.

A. The Participants and their Selection

As required the State Supervisors of English and Reading were automatically accepted. New to the Institute was the inclusion of the sixteen Fellows enrolled in the Fellowship program at the University of Illinois.

At this institute were supervisors of department chairmen, and a few college professors who came at the invitation or recommendation of the state departments.

The participants came primarily from the East with Maryland sending the largest number. Only two states, Minnesota and Missouri, were west of the Mississippi River. The Fellows were more evenly divided--seven coming from the West and nine from the East. In fact, they ranged from locales Guam and Hawaii to New York.

B. Physical Facilities

The New Yorker Hotel housed the Institute. Located in the heart of Manhattan near stores and dining facilities. In the hotel were a dining hall and a coffee shop. Bus, subway and taxi facilities were readily available.

Rooms were small in some instances but clean and only recently redecorated and newly furnished. The price of the rooms was modest. Room rates ranged from $14.00 for singles and $19.00 for twin bedrooms or doubles.

The meetings were held in The Panel Room, a large carpeted room which was most comfortable.

Morning coffee was served regularly in The Panel Room.

The staff and participants were all housed in the hotel.

C. Relationship with Staff and NCTE

The local chairman was a New Yorker and thus informed the group concerning subway travel, excellent places to eat, and other facts about the Manhattan area. The staff and visiting lecturers mingled freely with all.

NCTE provided an excellent book display of their publications about dialect and Black literature.

D. Orientation of Staff and Participants.

Both groups were fully informed of their duties well in advance. Housing, financing, and other details were explained. Peculiar to this Institute was the fact that few of the participants had attended other Institutes.

Early information to the participants included the usual study packet of monographs and reprints of late articles.

At the Sunday evening reception the staff and participants met and renewed acquaintanceships. Coffee was served. The grlup had much in common, hence the social hours were of considerable value in their getting to know each other.

Each morning staff members and the Course Instructor breakfasted together to be briefed about the work ahead and to discuss other matters.

Registration packets containing the Institute roster, the weeks' program, maps of the city, a booklet about where to dine, theater and tour information were distributed.

Name cards were given each registrant to be worn daily by staff, visiting lecturers, and participants.

Each morning the writer conducted a brief orientation session. Plans for the day, handouts of the lecturers and instructional materials were distributed then.

E. Media

Film made by the students of Harlem Preparatory School was shown. It illustrated the inner working of the school, the students, and the faculty.

The tape recorder was used frequently during the Institute.

F. Participant communication with Director and Staff.

The participants were invited at all times to consult with the staff and visiting lecturers. Two conference rooms were available.

The staff mingled freely with the participants during the coffee breaks and during meals.

Since all were housed together, talk sessions were relatively simple to arrance during evening hours, before and after sessions.

The local director arranged a Sunday walking tour of Greenwich Village for those participants who arrived early for the Institute. On Tuesday evening the group attended Purly, a Negro play. This evening's event tied in with the Black lectures and the dialect talks of the week.

On Thursday evening the staff and participants attended a banquet in the North Ballroom. The speaker of the evening, Mrs. Ann Carpenter, gave an excellent talk about the Harlem Preparatory School founded and served by her and her husband.

G. Practicum Discussions

Sharing and discussing state projects was a valuable part of the Institute. In addition, various participants had been delegated, before the Institute, to give brief critiques about articles in the Study Packet assigned to them.

Among the articles and the participants presenting the critiques were:

Robert T. Acosta, California, Linguistic and Cultural Factors in Teaching Reading to Ghetto Children by Joan C. Baratz.

Mark Kristoff, New Hampshire, "Improvisations" by Dorothy Heathcote in Drama in Education.

Don Gardner, Rhode Island, "Teaching Language and Reading to Disadvantaged Negro Children" by Allison Davis in Dimensions of Dialect.

Leandra Uplinger, Indiana, "A Checklist of Significant Features for Discriminating Social Dialects" by Raven I. McDavid, Jr. in Dimensions of Dialect.

Johnny Haywood, Texas, "The Soul of Learning" by Dorothy Sperling.

Ann Beusch, Maryland, "Negro Children's Dialect in The Inner City" by J. L. Dillard.

Kenneth Lester, Connecticut, "The Current Discrepance between Theoretical and Applied Linguistics" by David DeCamp.

Andrena Briney, Tennessee, "Children and the Language of the Schools: Styles and Forms" by Herbert Kohl.

Clarence Lipscomb, North Carolina, "Empathy Through Literature Between Mainstream Culture Members and Disadvantaged Learners from Minority Cultures" by W. F. Marquardt.

John Meehan, Pennsylvania, "Urban Eyewash: A Review of 'Title I, Year II'" by Robert Dentler in the Urban Review.

H. Staff Problems

All staff members appeared on schedule and conducted their sessions accordingly. The only minor change made in the program was shifting one speaker from Monday to Thursday because of TESOL.

I. The Visitations

The Tuesday visitations to the New York City Schools were well planned and exciting for the participants. Midtown Manhattan, where the group was housed, is an area of businesses which meant that most of the trips took an hour or more. Many went by subway, some by cab or bus.

If ever a group received the "red carpet treatment" it was in New York City. Jerome Carlin, Acting Director of the Bureau of English, set up a wide range of types of schools within nine areas. Principals and supervisors were most gracious in receiving the groups, briefing them, and taking them about.

Innovative practices and schools were focal points which added much to the interests of the participants. The John Dewey High School: some of the innovations and distinctive features planned for the school include:

1. No numerical grades.
2. Flexible programming, eliminating grade levels and traditional five periods five days per week scheduling.
3. Abandonment of the distinction between major and minor subjects.
4. An eight-hour day with extra-curricular activities programmed into the regular schedule.
5. A strong intra-mural program with the elimination of inter-scholastic activities.
6. Use of modern methods and technology, assisted by computer science, closed circuit television, and other multi-media aids.
7. An extended school year with six phases instead of the traditional two terms. (Summer phase is optional).
8. Pupils have approximately one quarter of the day unscheduled to be used for individual research and participation in school activities.
9. Every student will take personal typewriting.
10. Graduation may be achieved in less than one day.
11. Wide range of elective subjects from which to choose.
12. We have commitments from college admissions offieers that students from John Dewey High School will be admitted without difficulty, provided that they meet entrance requirements. We have already made arrangements with universities for cooperative programs within the school.

The use of the Sullivan materials, Programmed Reading, for remedial work in Grades 4-6; experimentation in the use of the Miami Linguistic Readers, demonstrations of instruction for newly arrived second-language learners, the uses of Alpha One, a new program for teaching the alphabet, the Contract Plan, stressing library research--with use of carrels and machines, the twenty talking typewriters at the Responsive Environment Program Center were other innovative features.

On Monday evening Mr. Jerome Carlin, Acting Director of the Bureau of English, appeared with Rosemary Wagner and Anita Dore to present a background for the participants of the New York schools, the problems, the innovations, and other information relative to the Tuesday visitations.

J. The Community Evening Panel

On Wednesday evening a panel comprising the following local personages presented their ideas about the New York schools:

Introduction: Mr. Andrew Donaldson, Deputy Superintendent, District 6, Manhattan

Participants: Mrs. Thea Manley, Parent, George Washington High School, Manhattan
Mr. Rudy Garcia, President, PTA, P. S. 115, Manhattan
Reverend James Roberts, Assistant Pastor, St. Thomas Church, Manhattan

Moderator: Professor Martin Silverman, City College School of Education

Mrs. Manley discussed the need for better rapport between parents and teachers. She felt strongly that the parent should be called in to discuss a pupil problem at its onset, not after the problem had gone out-of-hand. All talked of the ethnic diversity of the schools: old Harlemites, new ones, West Indians, Spanish speaking residents, Cubans, Dominicans, Puerto Ricans, Jewish, Catholic, Greek Orthodox. Stressed was the dire need for more bi-lingual teachers and teaching.

K. Staff Teaching

Dr. Albert Marckwardt gave brilliant lectures on dialect and bilingualism. His rich background of travel, his keen analyses of dialectal differences within the cultures, his practical and careful explanation, his scholarly approach, won him constant approval of the participants. He was given a standing ovation at the close of the week.

Dr. Florence B. Freedman discussed the College Discovery Program of Hunter College. She gave as the challenge of the program for the disadvantaged at the junior high level: pride in identity, a feeling of success, and overcoming background deficiencies.

Dr. Virginia French Allen gave a most interesting and practical paper on methods and materials for teaching English as a second language. She gave demonstrations of pattern drill that should prove very useful.

Dr. Edythe Gaines and Carmen Rivera told of the School for Black Children that she developed in Harlem by converting an old warehouse into a school. Miss Rivera, the principal, a bilingual, has developed the curriculum and has found the teachers for the school.

Mr. and Mrs. Edward Carpenter gave an explanation of Harlem Preparatory School for "Early Leavers."

L. Participant Evaluation of Speakers

In response to the question: What speakers did you especially like, and why? were these answers:

> "Dr. Albert Marckwardt's presentations were well organized and contained much information. He was specific and very modest with his knowledge about linguistics. He presented information that was new to me."

"Dr. Marckwardt, Dr. Bailey, Mr. Carpenter, Dr. Gaines, Mr. Carlin."

"Dr. Marckwardt's lectures were an excellent review and reinforcement of previous course work in linguistics and psycholinguistics."

"They were all dedicated to their discipline or area of specialization."

"Dr. V. F. Allen, practicality; Dr. A. H. Marckwardt, informative, excellent; Dr. E. Carpenter, quality utmost, presentation excellent."

"Dr. Marckwardt, although there were too many concentrated periods of lecture time. Dr. Beryl Bailey, especially practical."

"Professor Marckwardt for his breadth of knowledge and experience, his reasoned approach, and obvious care in preparing the presentations. The Carpenters for their positive, humane solutions to some problems. I enjoyed their straightforward, non-flashy style of presentation. Dr. Gaines for her sensible presentation--she seemed to represent a superior administrator--competent in content and also in directing a school district."

"Mr. and Mrs. Carpenter. The love of and compassion for humanity was noteworthy."

"Dr. Marckwardt because of his tremendous store of knowledge and his willingness to share. Dr. Gaines also quite interesting and obviously knowledgeable."

"Marckwardt, Bailey, Mason, Carpenter, because of the intelligence, integrity, and honesty in presenting a point of view."

"All speakers for this Institute were especially knowledgeable in their fields. Excellent selections were made for the purpose intended."

"Dr. Marckwardt, scholarly and gentlemanly; Dr. Beryl Bailey, scholarly; Dr. Virginia F. Allen, scholarly and practical approach."

"Florence Freedman, clear, practical, specific techniques presented; Dr. Marckwardt, very knowledgeable consultant, provided deep insight into problems of teaching English as a second language; Ed Carpenter, warm, human approach to solving problems."

"Dr. Marckwardt, scholarly, extremely informative,--however somewhat too much minutiae. Strongest contribution was his astute linguistic insights about classes he saw."

"Mrs. Allen suggested possible solutions to (rather than restatements of) specific language problems."

"Dr. Allen; every time I hear her she has something new and practical to offer."

"The Carpenters, Dr. Marckwardt and Dr. Edythe Gaines."

"Dr. Bailey; thoroughness, honesty and sincerity."

M. Impact of the Institute

In response to the question: "What impact do you think your attendance at the Institute will have upon your own professional growth or the local educational scene?" were these answers:

"Reorganization of the region and inservice workshops for specialist teaching of reading will come about because of my attendance in this institute. I am taking to California new thoughts which will help me to provide my state with new designs and meaningful workshops for reading specialists."

"Increased determination to complete a previously initiated program in materials for second dialect work."

"Impetus to further reading, thinking, discussing on my part--whatever I have gained and will gain will be used in inservice work and curriculum development in ESOL and SESD programs."

"They will be given the word on the problems that exist regarding what is and what is not supposed to be standard English. The position of relativism is more preferable to that of absolution."

"Good background to the English language. Knowledge of some of the places to turn to for information concerning specific difficulties. (Places, people and books)."

"It has been a way of making me 'think' and re-evaluate my own ideas about the teaching of English and reading to my intern teachers."

"My own professional growth; some convictions and ideas are beginning to coalesce. Information filtered through the reasonable and humane minds of Dr. Marckwardt and the responsible Negroes whom we have heard will give me the needed ingredient to set in motion a more realistic program in teaching language in our schools (secondary)."

"Impact on local educational scene is difficult to predict. These things I can do:

A. Spend the remainder of a small budget for inservice for some booklets and reprints (in kit) for the English departments.
B. Begin writing my own objectives (behavioral terms) for language program.
C. Train heads of departments in writing instructional objectives for language. Ask each department to examine own goals.
D. Initiate planning city-wide for greater emphasis in language."

"Attendance at the Institute should enable me to lend greater understanding to critical problems related to English which need to be resolved."

"Insights into the problems to be dealt with in the education of children who come to school speaking a non-standard language have been deepened. Ways of dealing with such children have been suggested. I shall apply such ideas as seem suitable to the local scene of which I am a part."

"A greater security in the strength of intelligent, well-informed reasoning."

"It will enhance my knowledge of attitudes toward speakers of other language."

"Will be able to work more effectively on problems of English programs for black and disadvantaged white students. New ideas, techniques, and approaches to use in my work. Further understanding of the need to reach minority groups with programs relevant to their backgrounds and interests."

"Make me more knowledgeable to offer better consultant services to local school systems in teacher inservice courses and programs."

"Helpful in helping with in-service for teachers of the District. Helpful in analyzing language-arts programs in current use."

"What I have learned here will definitely help me in influencing and making decisions about ESL, bilingual and dialectal problems in my state."

"The problems discussed here are the same ones we have in our system. I've heard some view points which I share and others which I hadn't considered. I have dialog with every eschelon of my school system--all of whom are currently involved in curriculum, hiring of <u>good</u> personnel, training of teachers and pari-professionals. I think I have <u>much</u> food for thought to bring them."

"My background in linguistics is very limited. This institute has given me an insight and has helped to further my professional growth in the field. I have collected many ideas to take back to my staff at the local level."

"It reinforced attitudes, intuitions, and conviction I have held concerning language teaching."

"A better understanding and increased insight into the diversity of opinion that prevails and also the tremendous gap between research and the reality of actual practice should hopefully help me to be more patient in my dealings with others--and certainly adds emphasis to the need to 'do my homework' as thoroughly as possible."

"Probably very little on the local educational scene because so few Indiana teachers feel the need to understand the minority group issues and to change instruction and curriculum accordingly. Professionally I have obtained a better view of what is going on in the rest of the country, and I am able to see the problems in Indiana in a larger perspective."

"Helped to ciarify some points in my thinking and helped reinforce previous views."

"An awareness that there is diverse opinion relative to dialectal differences and that there are varying programs about to cope with problems of acceptance."

"I can discuss with administrators some problems that we may anticipate but are not yet involved in."

"Better understanding of the problems inherent in attempting to teach the disadvantaged within the framework of some reasonableness."

"Anytime I have a chance to see other people from other states and can listen to different points of view I gain professionally."

N. The School Visitations.

In answer to the question: "Were the school visitations profitable? Explain," these comments were written:

"Gave an opportunity to see programs in action; meet administrative attitudes in operation; witness the practicum of the Alpha reading approach; observe a pre-school educational program for disadvantaged children; see the depressive buildings and limited grounds for outdoor activities."

"It was a pleasure to learn that the New York City school situation isn't as dismal as it's usually depicted."

"The visitations were profitable for the questions they raised--strengths and weaknesses of bilingual education as it exists today; the values (negative? positive?) of a highly structured approach to reading."

"I was able to compare my own school system with a larger one. The major problem is basically the same: how to accommodate the needs and interests of every single individual in order that he maximize his full potential as a human being."

"Informative concerning: student-teacher-student rapport, program administration and operation."

"The visit to the school was profitable; the TV studio visit was not. I did not come to see a program taped. I much preferred talking to individuals from the New York City school system as we did following the TV taping and also on our visit to the school."

"Profitable because I realized how very much freedom we have to implement and plan, even without sufficient money."

"The school visitations presented me with my first opportunity to visit schools in a school system the size of New York. It was interesting to observe and to note ways in which principals and teachers in large school systems endeavor to cope with curriculum problems relevant to their community."

"I considered the visitations only slightly profitable. I did not gain any new ideas from the visitation. I did not see anything in materials or techniques I was not already familiar with."

"The particular school I visited had little chance to arrange true observations; the experience however was valuable in offering some basis of comparison."

"I observed a new procedure of using the 'old idea' of remedial reading rooms and materials. Taking the materials we have on hand and completely reorganizing the program."

"I collected materials for use with blacks. Saw different types of school organization and facilities. Would like to have spent more time in classrooms, but trip schedule did not permit this. Much time spent in orientation, greetings, etc."

"I became familiar with two new programs--open court reading and contract plan."

"Partially. We should have split up and gone into classrooms to see actual teaching. Seeing one classroom is infinitely better than a P.R. tour by administrators."

"The observation of programs in action is important for a real understanding of the strengths and weaknesses. It would have been better for us to choose, individually, the programs we would have liked to investigate."

"Since we are planning a bi-lingual pilot program, I was most interested in similar activities already in operation. The visitation gave me the opportunity to observe many situations and to ask many questions of an organizational nature, also attitudinal (staff, students, community). I plan to visit again with staff from my system."

"No. Too much time was spent in talking with supervisors and administrators. Too little time was spent in the classroom. Too many people visited one classroom at a time."

"Yes. I saw how Federal funds were being used in New York. I saw inner-city schools and their surrounding area."

"Yes, because I saw exciting teaching and attractive classrooms in hideous surroundings in schools that resembled prisons."

"Yes, because I am not too familiar with what goes on in elementary classrooms."

"No, because my primary interest is what is going on in the junior and senior high schools."

"Interesting to see what other systems are doing."

"No, I saw little in the schools visited that I use. The selection committee could have done much more to select schools which afforded interest."

"Interesting, but to really understand one needs, at least I need, more time than we had to observe."

"We viewed extremes of the district's schools. Found these are people intensely interested in helping the bi-lingual and disadvantaged."

"It gave me some perspective of education in my home state."

O. Intriguing Aspects of the Institute.

In relating some aspect of the Institute intriguing to them, the participants indicated these ideas:

"Mr. and Mrs. Edward Carpenter's educational project at Harlem Prep. I just wish that we had visited this school for 'early leavers.' It was really a privilege to hear the Carpenters describe the school environment and the many problems they were faced with prior to the opening of the school. I am extremely impressed with the school's purpose, plan, and educational goals."

"Teaching of reading and writing in ESOL and SESD programs--up to this point I have been largely concerned with listening and speaking skills. The four skills are highly interrelated in the sense that one can reinforce another."

"In the quest for universal brotherhood--militancy and mockery turned me off. Love, acceptance, and understanding got to me. To paraphrase Mr. Carpenter, the essence of manyis humanity."

"V. F. Allen--way of presenting a meaningful pattern practice."

"Some of the 'history of language.' 'Non-standard speech'--reactions of speakers and groups."

"The openness of communication; the happy blending of reason and emotion in so many presentations."

"The philosophy on which Harlem Prep School is based is most unusual and might well be replicated."

"I was most delighted to be in the presence of Dr. Albert Marckwardt. It is marvelous to get to know someone whose writings you have read extensively and admired so much."

"The use of a diversity of people with real experience."

"Did not have much acquaintance with teaching English as a second language or second dialect. Was interested in the techniques and approaches discussed. Felt the ideas presented by Marckwardt and Mrs. Allen were very interesting and helpful. Am very glad to have had the opportunity to participate in the Institute."

"That techniques of teaching English as a second language (pattern drills, bilingualism) isn't as effective as some people report them to be."

"I found the notion of 'Black English' ludicrous and unscientific and will lead down aimless paths! I gained a more thorough understanding of the structure and history of language and how intimately tied this is to the Language Arts program. I suspect that most Language Arts programs are designed independently of any of the concerns Dr. Marckwardt made me sensitive to. What is needed is a meeting like that which preceded New Math. The linguists and teachers and creative writers need to design programs."

"The issue of how to treat the non-standard dialect in teaching a speaker of that dialect the so-called standard dialect. A related aspect of interest to me was the attempt to define the standard dialect."

"I can't remember having attended an institute that met expectations like this one. This institute was most stimulating. The diversity of speakers, all of whom were excellent, laid a groundwork for discussion in so many areas: attitudes, the social/culture scene, new approaches to old problems, interpretations of 'standard English', a good linguistic review."

"The fact that at least one person did not feel that the methods of and approaches to the teaching of English as a second language are successful."

"Dr. Marckwardt's discussion of Transformational Grammar in terms of the validity of the assumptions of that grammar. What we learned about the diversity of the Spanish speaking community in District #6 and the fact that many members of the community thought of themselves as only temporarily living in the U.S.A."

"I appreciated the chance to get a good look at a school system as big and complex as that of New York City. I was especially impressed by the way parents and others outside; lay people had gotten so negatively involved in school affairs."

The Carpenters made the trip to New York worthwhile! Harlem Prep is the most exciting educational project I have encountered. If this philosophy can be incorporated in the public schools, then there is hope for our educational system and hope for our country and the world."

"Dr. Marckwardt's brilliant concluding lecture helped clarify many points in my thinking."

"The project now at Harlem Prep."

"I was intrigued by the description of the bilingual school as described. The Harlem Prep school is an experience I will take home with me to think about at length."

"Levels of linguistic approaches, theories, and philosophies."

"The potential for operating schools 'within schools'."

III. Conclusion.

The full conclusions for the New York City Institute appear in the third major division of this final report along with those of the other one-week Institutes.

IV. Appendix.

The appendix for this particular Institute includes copies of the daily program, an annotated bibliography of the study packet, the Community Night panel roster, the school visitation information, sample memoranda to participants and the directory of the participants of this particular Institute.

DAILY PROGRAM

The New Yorker Hotel New York City, New York

March 23-27, 1970

THE NEGRO AND PUERTO RICAN

EPDA Institute and Fellowship Program
in English for Speakers of Other Languages or Dialects
for State Supervisors of English and Reading

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Dr. Virginia French Allen
Professor of English Education
Temple University
Philadelphia, Pennsylvania

Dr. Beryl L. Bailey
Assistant Professor of Linguistics
Hunter College of the City University of New York
New York City, New York

Mr. Jerome Carlin
Acting Director, Bureau of English
Board of Education of the City of New York
131 Livingston Street
Brooklyn, New York 11201

Mrs. Ann Carpenter
Chairman, Department of English
Harlem Prep School
2535 Eighth Avenue
New York City, New York 10030

Mr. Edward Carpenter
Head Master
Harlem Prep School
2535 Eighth Avenue
New York City, New York 10030

Mrs. Anita Dore
Assistant Director of English for Secondary Schools
Board of Education of the City of New York
Bureau of English
131 Livingston Street
Brooklyn, New York 11201

Dr. Florence Freedman
Director of English Programs, College Discovery
School of Education
Hunter College
New York City, New York

INSTITUTE PROGRAM, PART I: SPEAKERS, continued

Dr. Edythe J. Gaines
District #12 Supervisor
1827 Archer Street
Bronx, New York 10460

Dr. John T. Lamendella
Specialist in Education
University of Illinois
Champaign, Illinois 61820

Mr. Clifford Mason
800 West End Avenue
New York City, New York 10025

Miss Carmen Rivera
Principal, District #12 Bilingual School
560 East 179th Street
Bronx, New York 10460

Dr. Martin Silverman, Director
Center for Urban Studies
College of Education
City College School of Education
138th Street and Convent Avenue
New York City, New York 10031

Mrs. Rosemary Wagner
Assistant Director of English for Elementary Schools
Board of Education of the City of New York
Bureau of English
131 Livingston Street
Brooklyn, New York 11201

INSTITUTE PROGRAM, PART II: INSTITUTE STAFF

DIRECTOR:

Dr. Eldonna L. Evertts
Director, EPDA Institute and Fellowship Program
for State Supervisors
1102 College Court
Urbana, Illinois 61801

ASSOCIATE DIRECTOR:

Mr. Robert F. Hogan
Executive Secretary
National Council of Teachers of English
508 South Sixth Street
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Dr. Robert J. Lacampagne
Assistant Professor of Education
College of Education
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138th Street and Convent Avenue
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PRACTICUM DIRECTOR:

Dr. Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTOR:

Dr. Albert H. Marckwardt
Professor of English and Linguistics
Department of English
Princeton University
Princeton, New Jersey 08540

SECRETARIES:

Mrs. Irene E. Blenker
Mrs. Ruth H. Godwin
1102 College Court
Urbana, Illinois 61801

INSTITUTE PROGRAM, PART III: DAILY SCHEDULE

RECEPTION

Sunday, March 22, 1970
7:30-9:00 p.m.
Parlors A, B, C

Mary L. Mielenz
Robert J. Lacampagne
Eldonna L. Evertts

REGISTRATION:

Carole Lacampagne

All regular sessions, Monday through Friday, will be held in the Panel Room.

Small group discussions will be held in Parlors A, B, and C, as announced.

INSTITUTE PROGRAM, PART III: DAILY SCHEDULE

MONDAY, MARCH 23, 1970

8:00-8:15 a.m.	REGISTRATION:	Staff
8:15-8:30 a.m.	WELCOME:	Robert J. Lacampagne
	ORIENTATION:	Eldonna L. Evertts
8:30-9:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	College Discovery: Experiences in the English Curriculum
	SPEAKER:	Florence Freedman
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	SUBJECT:	Haiku
	SPEAKER:	Duane Yee
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
4:00-5:00 p.m.	SUBJECT:	State Projects
	SPEAKERS:	State Supervisors and other Participants
	MODERATOR	Eldonna L. Evertts
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SUBJECT:	Programs in English, Reading, and English as a Second Language in New York City
	MODERATOR:	Jerome Carlin
	PANEL MEMBERS	Anita Dore
		Rosemary Wagner
	CHAIRMAN:	Robert J. Lacampagne

TUESDAY, MARCH 24, 1970

8:00 a.m.	DEPARTURE:	Main Entrance, New Yorker Hotel
	COORDINATORS:	Robert J. Lacampagne Jerome Carlin
9:00-12:00 a.m.	VISITATIONS: COORDINATORS:	New York City Schools Arranged by Jerome Carlin and District Administrators
12:00-1:00 p.m.	LUNCH	
1:00-3:00 p.m.	VISITATIONS:	Continuation of Visitations
3:00 p.m.	SMALL GROUP SESSIONS: CONSULTANTS: CO-CHAIRMEN:	New Yorker Hotel Representatives of New York City School Staff Robert J. Lacampagne Jerome Carlin
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	EVENING SESSION: CONSULTATIONS:	Individual and Group Study By appointment: Albert H. Marckwardt Mary L. Mielenz John T. Lamendella Eldonna L. Evertts

WEDNESDAY, MARCH 25, 1970

8:00-9:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	Methods and Materials for Teaching English as a Second Language
	SPEAKER:	Virginia French Allen
	QUESTIONS:	Participants
	CHAIRMAN:	Albert H. Marckwardt
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	SUBJECT:	A Linguist's View of the Visitations
	COMMENTATOR:	Albert H. Marckwardt
	SUBJECT:	Evaluation Reports of School Visitation
	SPEAKERS:	Group Recorders and Reporters
	DISCUSSION:	Participants
	CHAIRMAN:	Mary L. Mielenz
4:00-5:00 p.m.	SUBJECT:	The Role of the Black Theatre
	SPEAKER:	Clifford Mason
	INTRODUCTION	Sandra Friedman
	CHAIRMAN:	Robert J. Lacampagne
5:00-8:00 p.m.	DINNER	

COMMUNITY NIGHT

8:00-9:00 p.m.	MODERATOR:	Martin Silverman
	PANEL:	Andrew Donaldson, Thea Manley, Maurice Callender, Rudy Garcia, Reverend James Roberts
	TOPIC:	The Inter-relationship of the School and the Community
	CHAIRMAN:	Eldonna L. Evertts

THURSDAY, MARCH 26, 1970

8:00-9:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
9:30-10:00 a.m.	COFFEE BREAK	
10:00-11:30 a.m.	INSTRUCTION:	Albert H. Marckwardt
11:30-1:00 p.m.	LUNCH	
1:00-2:30 p.m.	SUBJECT:	Some Things We Know and Don't Know About Language Development: Research As a Guide to Practice
	SPEAKERS:	Edythe J. Gaines Carmen Rivera
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
2:30-3:00 p.m.	BREAK	
3:00-4:00 p.m.	SUBJECT:	Some Reflections on the Teaching of Standard English
	SPEAKER:	John T. Lamendella
4:00-5:00 p.m.	SUBJECT:	Teaching and Learning: Some Thoughts on Black English
	SPEAKER:	Beryl L. Bailey
	QUESTIONS:	Participants
	CHAIRMAN:	Albert H. Marckwardt
5:00-6:30 p.m.	COCKTAIL HOUR	Cash Bar North Ballroom
6:30 p.m.	DINNER:	No host North Ballroom
	SUBJECT:	Social and Cultural Climate for Learning
	SPEAKER:	Ann Carpenter
	CHAIRMAN:	Robert J. Lacampagne

FRIDAY, MARCH 27, 1970

8:00-9:30 a.m.	SUBJECT:	A Curriculum in Action
	SPEAKER:	Edward Carpenter
	QUESTIONS:	Participants
	CHAIRMAN:	Mary L. Mielenz
9:30-10:00 a.m.	COFFEE BREAK	
10:00-12:00 a.m.	INSTRUCTION:	Albert H. Marckwardt
12:00-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	REPORTS:	Study Packets and Group Reports
	SPEAKERS:	Participants
2:00-3:00 p.m.	SUMMARY PANEL MEMBERS:	Albert H. Marckwardt Mary L. Mielenz Robert J. Lacampagne John T. Lamendella
	MODERATOR:	Eldonna L. Evertts
3:00 p.m.	CLOSE OF INSTITUTE	

COURSE OUTLINE

EPDA INSTITUTE IN ENGLISH AND READING

New York City, New York
March 23-27, 1970

Topics for Basic Instructional Sequence

Course Lecturer: Albert H. Marckwardt, Professor of English and Linguistics, Princeton University, Princeton, New Jersey

1. Standard English.

The concept of a standard. What do we mean by Standard English? Its status in the United States. The written and the spoken language. Individual ranges of style. How the standard language has evolved; its responsiveness to social pressures. Language attitudes and prejudices in the classroom and out. Outlook for the future; standard language in a pluralistic society.

II. Regional Varieties of English.

What is a dialect? Distinction between regional and local dialects. Attitudes toward dialect. Which language features vary regionally (vocabulary, sound system, inflections, syntax). How dialects develop--currently, and in the past. Research in American dialects. Features of cultivated New York speech.

III. Social Varieties of English.

Class dialects and the structure of American society. Which language features vary socially. Survey of existing checklists of non-standard language features. Language process and the development of social dialects. Their effectiveness as a medium of communication. Creolized languages. Current studies of social dialect in New York and other urban areas.

IV. Language Learning.

Current approaches to English grammar: traditional, structural, generative. Their impact on concepts of language learning: sounds, inflections, syntax. Restricted and elaborated codes. Measures of vocabulary. Drill and pattern practice as teaching procedures. The supposed lexical deprivation of the underprivileged.

I. The Non-native Speaker of English.

Native-language interference, in its phonological, grammatical, and lexical aspects. Procedures for overcoming it. Special problems posed by an ethnic community in an English-speaking area. The difference between teaching English as a second language and as a second dialect.

VI. Problems in the Teaching of Reading.

General difficulties imposed by the nature of the English writing system. Phonemic-graphemic correspondences. Composite nature of the vocabulary. Lack of intonation and stress signals. The morphophonemic concept. Lexican and syntactic problems. Distinction between learning the native language and learning to read it. Special problems for speakers of urban minority dialects and speakers of a foreign language.

VII. Goals of Language Instruction for Speakers of Non-standard English.

Three concepts: Standard English for everyone, Bi-dialectalism or Bilingualism, the Pluralistic Solution. Arguments pro and con. Unresolved questions and steps toward a resolution.

NEW YORK STUDY PACKET

Barnes, Douglas. Language, the Learner and the School. Prepared by the London Association for Penguin Books Ltd., Harmondsworth, 1969.
A study of the language interaction in twelve lessons in secondary education. A research report with a contribution from James Britton and a discussion document introduced by Harold Rosen. Types of questions, answers of pupils--learning about learning by looking at classroom language.

Marckwardt, Albert H., and Randolph Quirk. A Common Language. Great Britain: Cox and Wyman Ltd., 1964.
A dialogue discussion of the likenesses and differences between British and American English with the basic view that the two have never been as different as people have thought and that for the past several decades a greater similarity has converged.

Harris, Peter (ed.). Drama in Education, from English in Education, Vol. I, No. 3, Autumn 1967. Published for The National Association for the Teaching of English by The Bodley Head Ltd., London.
An explanation of the right of drama to a place in the curriculum and an attempt to outline what is taking place from primary grades through the universities. A series of articles about what is being done in the schools.

Everttts, Eldonna L. (ed.). Dimensions of Dialect. Champaign: National Council of Teachers of English, 1967.
A series of articles designed toward helping the disadvantaged to find greater acceptance and satisfaction in the use of language. A collection of articles dealing with dialect differences.

Baratz, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children," Elementary English, February, 1969. pp. 199-203.
An article relating Negro language problems with the suggestion that inner city Negro children be taught to read using his language as the basis for initial readers. Reason for advocating this idea. Bibliography at end of article.

Allen, Harold B. "What English Teachers Should Know About Their Language," The American Association of Colleges for Teacher Education, Washington,D.C.
Suggests eight areas of knowledge desirable for all teachers of English to know about language for their students in grades K-12. Relates in some detail each area.

DeCamp, David. "The Current Discrepancy between Theoretical and Applied Linguistics," TESOL Quarterly, March, 1968.
A paper devoted to explaining what grammar can be taught transformationally. An explanation of a research in teaching generative grammar to determine which features of it are applicable to language teaching with a plea for more research in this.

Kohl, Herbert. "Children and the Language of the Schools: Styles and Forms." Paper presented at the Denver Conference of the U.S. Office of Education, Tri-University Project in Elementary Education, September 18-20, 1967.
A paper devoted to w' t is happening in inner-city schools when pupils are obligated to conform to a school language. Stresses need to drop one standard and adopt or encourage linguistic plurality in the classroom.

Lamendella, John T. "Book Review," Language Learning, Vol. XIX, Nos. 1 & 2, pp. 147-160.
An attempt to describe and evaluate the organization and content of Modern English. Contains critical remarks about ESL texts and current approaches to language teaching.

Marquardt, William F. "Empathy Through Literature Between Mainstream Culture Members and Disadvantaged Learners from Minority Cultures," reprinted from Linguistic-Cultural Differences and American Education, edited by Alfred C. Aarons, Barbara Y. Gordon, and William A. Stewart.
An article stressing the power of empathy as a starting point in the learning of communication skills. Relates in detail how the surest way to teach empathy is through teaching literature and indicates techniques.

Shuy, Roger. W. "A Selective Bibliography on Social Dialects," The Linguistic Reporter, Vol. 10, No. 3, June 1968. Reprint.
A report to acquaint linguists, sociologists, and educators with a representative bibliography on social dialects. The bibliography is in three parts: theoretical and programmatic aspects, research reports, and pedagogical applications.

Dillard, J. L. "Negro Children's Dialect in the Inner City," The Florida FL Reporter, Fall 1967. Reprint.
A discussion of the value of making a linguistic study of the language of Negro children. Older studies have been concerned with Negro adult language. Explanations of dialect differences of other--creole, pidgin English.

Allen, Harold B. "Basic Bibliography on Grammar (Morphology and Syntax)," NCTE/ERIC, 1968.
A basic bibliography on Morphology and Syntax--books and periodical articles available through ERIC for secondary schools. Contains ERIC ordering information.

Blake, Howard E., and Marciene S. Mattleman. "Basic Bibliography on Discussion and Informal Talk (Elementary School)," NCTE/ERIC, 1968.
A bibliography of elementary books and articles about language arts and oral language research available through ERIC. Contains ordering information.

Denby, Robert V. "NCTE/ERIC Report: Linguistics Instruction in Secondary School Classrooms," The English Journal, December, 1968. Reprint.
An NCTE/ERIC Report on linguistic instruction in secondary school classrooms. Information for English teachers, supervisors and administrators. Abstracts and citations are used.

Denby, Robert V. "Linguistics Instruction in Elementary School Classrooms--An NCTE/ERIC Report," Elementary English, January, 1969. Reprint.
An NCTE/ERIC Report of research of language instruction--books, articles and resource units are listed. Abstracts of available reports.

Sterling, Dorothy. "The Soul of Learning," The English Journal, February, 1968. Reprint.
A Negro author relates suggestions of books about Negroes presenting a classification of the books and some historical background.

The Urban Review. New York: The Center for Urban Education, Vol. 3, No. 4, February, 1969.
Articles to stimulate discussion on problems and potentialities in the urban environment. Contains articles evaluating educational programs, observations by a market researcher, a review of Title I in its second year and one on college really beginning for a child at age two. A bimonthly publication.

Toppin, Edgar A. Blacks in America: Then and Now. The Christian Science Publishing Society, 1969. Reprint.
A collection of fifteen articles including African Background, Afro-Americans in the Revolutionary Era, the Civil War, Northward Migration, The Niagara Movement and World War I, and The Civil-Rights Revolution.

SCHOOL VISITATION

EPDA INSTITUTE AND FELLOWSHIP
FOR STATE SUPERVISORS OF ENGLISH AND READING

VISITS TO NEW YORK CITY SCHOOLS
TUESDAY, MARCH 24, 1970

Board of Education of the City of New York
Office of Instructional Services
Dr. Seelig Lester, Deputy Superintendent

Bureau of English
Jerome Carlin, Acting Director

Welcome to the public schools of the City of New York. You are cordially invited to visit one of the nine district locations listed in the following pages. Please sign up with the institute chairman. We have planned to limit the group at each location to six in number.

Midtown Manhattan is an area of business buildings, not of residences. Consequently, the trips to schools will in most cases require at least an hour. Cab drivers are sometimes reluctant to leave the central part of the city. But a trip on the subway or bus is itself part of the New York experience.

Bus and subway fares are 30 cents each. On the bus you must have exact change or a subway token. In the subway you buy your token at the change booth.

A contact person will meet you at your destination and guide you throughout the day. Unfortunately, we have so many visitors throughout the year from all parts of the world that funds for your transportation and lunches are beyond the limitations of the school budget.

Have a good day!

1. Programmed Instruction in Reading and a Workshop for Bilingual Teachers

P.S. 256 Brooklyn

Mrs. Clara Franklin, District Coordinator of Reading, will meet the group at the school.

There will be opportunities to observe various classes during reading instruction. Of particular interest is the use of Programmed Reading, the Sullivan materials used in Project Read in this school district.

District 13 Headquarters

Mrs. Franklin will guide the group to District Headquarters where they will meet Miss Carmen Perez, District Coordinator of Bilingual Programs and English as a Second Language. Miss Perez and the Music Coordinator will be observed, conducting a workshop for bilingual teachers. This will be concerned with the teaching of music and its integration with other subjects.

Superintendent, District 13: Mr. Jerome G. Kovalcik

Principal, P.S. 256 Brooklyn: Mr. Jack Cooper (Phone: 857-0247)

Contact Persons: Mrs. Clara Franklin, District Reading Consultant

Miss Carmen Perez, District Coordinator of Bilingual Programs and English as a Second Language

Travel to P.S. 256 Brooklyn, 114 Kosciusko Street, Brooklyn
Arrival: 9 A.M. (Leave the New Yorker at 8 A.M.)

You can take a cab, but you'll find the subway trip not very difficult to make.

At the corner of 34th Street and 8th Avenue go into the IND subway on the Downtown side. Take the A train to Hoyt Schermerhorn Station. Stay on the same platform at the Hoyt-Schermerhorn Station, but on the opposite track take the GG train to the Bedford-Nostrand station. Leave at the front end of the station, which will bring you out on Nostrand Avenue. Walk along Nostrand Avenue to the corner of Nostrand Avenue and Kisciusko Street.

2. A Bilingual School and a School Using Programmed Reading Materials

P.S. 25 Bronx

Mrs. Sylvia Diamond, District Coordinator of English as a Second Language, will meet you at the school.

This is the pioneer elementary school in New York City using bilingual instruction. The group will have an unusual opportunity to observe an instructional program designed to facilitate success of pupils who have command of a language other than English.

P.S. 161 Bronx

Mrs. Diamond and Miss Joy Cooke, Coordinator of Project Success, will conduct the group during this visit. The use of the Sullivan materials, Programmed Reading, for remedial work in grades 4-6 will be the major interest.

Superintendent, District 7: Dr. Bernard Friedman

Principal, P.S. 25 Bronx: Mr. Herman LaFontaine (Phone: 665-9686)

Principal, P.S. 161 Bronx: Mr. Harry Gittelman

Contact Persons: Mrs. Sylvia Diamond, District Coordinator of English as a Second Language, and Mrs. Joy Cooke, Coordinator of Project Success

Travel to P.S. 25 Bronx, 811 East 149 Street, Bronx
Arrival: 9 A.M. (Leave the New Yorker at 8 A.M.)

You should be able to get a cab to take you to this address.

If you go by subway, take the bus on 34th Street going east, and get off at Park Avenue. Go down into the 33rd Street Station of the IRT subway on the Uptown side. Take the Lexington Avenue-Pelham Local (No. 6) train, and get off at East 149 Street.

3. Programs in the Teaching of English as a Second Language

P.S. 15 Manhattan

Mrs. Sylvia Orenstein, District Coordinator of English as a Second Language, will meet the group at this school.

The school is experimenting with the use of the Miami Linguistic Readers, particularly for pupils learning English as a second language. The focus is on determining whether the decoding approach and the developmental sequence of sentence structures in these readers will produce greater success in reading. A lesson taught by a Teacher of English as a Second Language will be observed.

J.H.S. 22 Manhattan

A junior high school Teacher of English as a Second Language will discuss and demonstrate instruction in a class for newly arrived second-language learners, a transitional class for pupils who have gained some facility in English, and other aspects.

Superintendent, District 1: Mr. Carl Erdberg

Principal, P.S. 15 Manhattan: Mrs. Frieda C. Kufeld
(Phone: 228-8730)

Principal, J.H.S. 22 Manhattan: Mr. Irving Gerber

Contact Person: Mrs. Sylvia Orenstein, District Coordinator of English as a Second Language

Travel to P.S. 15 Manhattan, 333 East 4 Street, Manhattan
Arrival: 9 A.M. (Leave New Yorker at 8 A.M.)

If you travel by cab, you need allow only a half hour. This is a short trip from the hotel.

Otherwise, take the bus on 34th Street going east to Second Avenue. At Second Avenue change for the M 15 bus going downtown, and get off at East 4 Street.

4. Reading Approaches: Elementary Schools

P.S. 171 Manhattan

P.S. 198 Manhattan

P.S. 190 Manhattan

Mrs. Louise Anderson, District Reading Consultant, will conduct the group in visits to these three schools, starting at P.S. 171.

A variety of elements of language arts instruction will be included. Particular attention will be given to programs in individualized reading. At one school there will be the opportunity to observe the use of Alpha One, a new program for teaching the alphabet. The implementation of the K-2 language arts curriculum will be another aspect. If desired, a program for teaching English as a second language may also be observed.

Superintendent, District 2: Dr. Toby Kurzband

Principal, P.S. 171 Manhattan: Miss Veronica M. Flynn
(Phone: 722-4910)

Principal, P.S. 198 Manhattan: Mr. Joseph C. Schumacher

Principal, P.S. 190 Manhattan: Mrs. Pauline N. Cagen

Contact Person: Mrs. Louise W. Anderson, Reading Consultant

Travel to P.S. 171 Manhattan, 19 East 103 Street, Manhattan
Arrival: 8:45 A.M. (Leave the New Yorker at 7:45 A.M.)

This school is easily reached by Taxicab.

If you decide to go by bus, take the 34th Street bus going east, and get off at Madison Avenue. Then take the Madison Avenue bus going north and get off at 103 Street (or the closest bus stop).

5. Reading Approaches: Elementary School and Intermediate School

P.S. 100 Bronx

Mrs. Mary Fisher, District Reading Consultant, will meet the group at the school.

Newer and less traditional reading programs and materials are being tried out in grades from kindergarten through 5. These include decoding, audio-visual approaches, and individualized reading in whole-group, small-group, and self-directed activities.

I.S. 52 Bronx

A study-skills center is provided for pupils below level in reading skills. These pupils are in grades 6-8. Team-teaching, use of paraprofessionals, diagnostic procedures, and individually prescribed instruction are elements of the program.

Superintendent, District 8: Dr. Eugene Maleska

Principal, P.S. 100 Bronx: Mrs. Sydney Z. Gray (Phone: 842-7143)

Principal, I.S. 52 Bronx: Mr. Robert May

Assistant Principal, I.S. 52 Bronx: Mr. Tobias Sumner, in charge of Language Arts

Contact Person: Mrs. Mary Fisher, Reading Consultant, District 8

Travel to P.S. 100 Bronx, 800 Taylor Avenue, Bronx
Arrival: 9 A.M. (Leave New Yorker at 7:45 A.M.)

Cab drivers will be happy to take you. Tell them that 800 Taylor Avenue is near Bruckner Boulevard and White Plains Road.

If you go by subway, first take the bus on 34th Street going east--and get off at Park Avenue. Go to the Uptown side of the IRT Subway, 33rd Street Station. Take the Lexington Avenue-Pelham Local (No.6) train, northbound, to the Sound View Avenue station. Then ask directions for the #27 bus going in the direction of Taylor Avenue, where you will get off.

6. Reading Approaches: Elementary School and Junior High School

P.S. 91 Brooklyn

Miss Janis Eltz, District Reading Consultant, will meet you at the school.

Organizational patterns for individualized instruction are outstanding in this school. Small-group instruction is a noteworthy feature. Thus in the kindergarten some pupils learn the alphabet; others able to profit from primers receive instruction at their level. The Open Court Foundation Program is also a feature.

J.H.S. 61 Brooklyn

The Contract Plan stressing library research--with use of carrels and machines--allows for a program tailored to individual differences. The program is social-studies oriented, with stress on sociology and anthropology, but it also includes reading of related literature.

Superintendent, District 17: Mr. Saul I. Siegal

Principal, P.S. 91 Brooklyn: Mr. Martin Schor (Phone: 756-0243)

Principal, J.H.S. 61 Brooklyn: Mr. Isidore L. Karbel

Chairman of Social Studies, J.H.S. 61 Brooklyn: Mr. Carl Fryburg

Contact Person: Miss Janis Eltz, Reading Consultant, District 17

Travel to P.S. 91 Brooklyn, East New York Avenue and Albany Avenue, Brooklyn
Arrival: 9 A.M. (Leave the New Yorker at 7:45 A.M.)

A cab driver should not be reluctant to take you to this address since it is not very far from Manhattan.

If you go by subway, walk to 34th Street and 7th Avenue. Then take the IRT Subway on the Downtown side. Get on the 7th Avenue-Lenox train (No.3) bound for Flatbush Avenue as its final destination. (Don't take the train marked New Lots Avenue as its destination.) Get off at the Winthrop Street station. Walk a block to Clarkson Avenue where you can get a No.12 bus that passes the school at the corner of East New York Avenue and Albany Avenue. (Check with the driver when you get on to make sure that he will pass that corner--and is not going in the opposite direction.)

7. Production of a Television Teacher-Training Series and an Elementary School Reading Skills Center

Mrs. Anita Dore, Assistant Director of English, and Miss Sophie Goldscher, Reading Consultant for District 3, will be your guides.

The group will visit Station WNYE-TV (Channel 25) to observe the taping of a television program that will subsequently be broadcast to thirty citywide workshops for the training of teachers in the intermediate schools and junior high schools. This is in implementation of our Astro Plan (Advancing Schools Toward Reading Objectives). Mrs. Anita Dore, Assistant Director of the Bureau of English, will receive the guests and brief them on this operation.

Then Miss Goldscher will guide the group to P.S. 130 Manhattan, where elementary school pupils in the middle grades will be observed in a reading skills center. The use of individually prescribed instruction will be a major interest.

Superintendent, District 3: Dr. Elliott S. Shapiro

Director of Broadcasting: Mr. James F. Macandrew (Phone: 596-4425)

Principal, P.S. 130 Manhattan: Mr. Richard S. Kramer

Contact Persons: Mrs. Anita W. Dore, Assistant Director of English

Miss Sophie Goldscher, District Reading Consultant

Travel to Station WNYE-TV (Channel 25), 112 Tillary Street, Brooklyn
Arrival: 9:30 A.M. (Leave the New Yorker at 8:30 A.M.)

Tell the cab driver that this address is just across the Manhattan Bridge. He'll be happy to take you. It's not far.

If you go by subway, take the IND Subway at the corner of 34th Street and 8th Avenue. Go to the Downtown side, and take the A or E train. Get off at Jay Street-Boro Hall Station. Ask for directions to Tillary Street, which can be reached by walking along Jay Street. Turn right at the corner of Jay Street and Tillary Street.

8. The Talking Typewriter and a Saturation Reading Program in a Junior High School

The group will go first to the headquarters of District 19, where they will be met by Mr. Edward Kissane.

A visit will be made to the Responsive Environment Program Center, which has 20 talking typewriters and a plant staffed by professionals, paraprofessionals, and technicians. The program combines individualized reading instruction via a computer-based teaching machine with small-group reinforcement sessions in a related classroom.

Then the group will move to J.H.S. 218K, where a saturation reading program has been based on a multiplicity of motivational devices. These include a Principal's Book Club, Reading Award Certificates, Reader of the Week Awards, a Readorama, Book Fairs, displays, mobile book units, and other devices and approaches.

Superintendent, District 19: Mrs. Elizabeth C. O'Daly
(Phone: 649-1270)

Director of Community Education Centers, District 19:
Mrs. Elaine B. Landrum

Director of Talking Machine Center: Mrs. Margaret A. Dixon

Principal, J.H.S. 218K: Mr. Sidney D. Gerchick

English Chairman, J.H.S. 218K: Mr. Leon Weisman

Contact Person: Mr. Edward Kissane, Human Relations Coordinator

Travel to District 19 Headquarters Office, 590 New Lots Avenue, Brooklyn

Arrival: 9 A.M. (Leave the New Yorker at 7:45 A.M.)

A cab driver may be reluctant to take you so far out into Brooklyn. But you may succeed by persuasion.

The subway trip is not difficult. Walk along 34th Street to the corner of 7th Avenue. Take the IRT subway on the Downtown side. Get on the 7th Avenue-Bronx Express (No. 2) marked for New Lots Avenue as its destination. (Don't take the train marked for Flatbush Avenue.) Get off at the next-to-the-last stop, Van Siclen Avenue. Ask for directions, and walk the short distance to 590 New Lots Avenue, where you will be met at the School District Headquarters Office by Mr. Edward Kissane.

9. New Philosophy and Structure in a Pioneer High School and Intensive Reading Programs at Other School Levels

John Dewey High School

The group will meet Mrs. Lucille Carlin, District Reading Consultant, at the high school.

John Dewey High School is in its first year of operation. Teachers and students have a forty-hour week, attending from 8 A.M. to 4 P.M. daily. The school year is divided into phases of 36 school days each. Toward the end of each phase students are tested for mastery and are moved into courses in the next phase according to their needs. Time is provided for independent study during the school day. Each teacher has a teaching week of 18 periods of 55 minutes each. This frequently divides into 6 classes meeting 3 times a week. Based on an average class size of 25, the pupil load per teacher is roughly comparable with that of other high schools in the city.

P.S. 90 Brooklyn and J.H.S. 43 Brooklyn

Mrs. Carlin will conduct the group on visits to observe diagnosis and remediation in reading for elementary pupils. She will also provide the opportunity to observe the use of materials published by the Board of Education for intensive work in reading-skill development at the junior high school level.

Superintendent, District 21: Miss Dolores Chitrarp
Principal, John Dewey H.S.: Mr. Joshua Segal (Phone: 373-6400)
Principal, P.S. 90 Brooklyn: Mr. Morris M. Rubens
Principal, J.H.S. 43 Brooklyn: Mr. Ralph Cohen
Contact Person: Mrs. Lucille Carlin, Reading Consultant, District 21

Travel to John Dewey High School, Stillwell Avenue, between Avenue X and Avenue Y, Brooklyn
Arrival: 9:00 A.M. (Leave the New Yorker at 7:40 A.M.)

This will be a very long cab trip. If you do go that way, tell the driver to proceed via the Brooklyn-Battery Tunnel and along the Belt Parkway.

The subway trip is easy to make--and much less costly. Walk east along 34th Street two blocks to the corner of Broadway. At this intersection 34th Street, Broadway, and Avenue of the Americas intersect one another. Go into any subway entrance. Ask for the B train (also called the West End Express) going in the Downtown direction. Get off at the Bay 50th Street Station after a fifty minute ride. The John Dewey High School is not far from the station.

SAMPLE MEMORANDA TO PARTICIPANTS

EPDA INSTITUTE and FELLOWSHIP PROGRAM
FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

March 12, 1970

MEMORANDUM TO: Participants and others, New York Institute

FROM: Eldonna L. Evertts, Director

REGARDING: Study Packet

This package contains the study material you will need for New York. The contents of the study packet will be discussed during the Institute, so all participants should plan to read the material before the beginning of the Institute.

The Institute will begin with a reception on Sunday evening, March 22, in the New Yorker Hotel in downtown New York, (34th Street and 8th Avenue) at 7:30 p.m. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The Institute will close on Friday, March 27, at 3:00 p.m. Stipend and dependency checks will be available at that time.

Remember to bring this study packet with you to New York.

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EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: Speakers and Participants for Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: Hotel reservations in New York

Persons planning to attend the Institute for State Supervisors of English and Reading in New York City, March 23-27, 1970, should make travel and hotel reservations now. This Institute comes when many schools will be having spring recess and just before the Easter holiday so travel plans should be made as soon as possible. Fortunately there are many flights to and from New York from which one can choose. The nearest airport to downtown New York is La Guardia.

The Institute will begin with an informal reception on Sunday evening, March 22, at 7:30 p.m. in the new New Yorker Hotel. The last session will end at 3:00 p.m. on Friday, March 27. Checks will be distributed at that time for individuals eligible to receive stipends. For persons leaving before that time, checks will be pro-rated and mailed at a later date from the business office of the University of Illinois.

All meetings will be held at the New Yorker Hotel, 34th Street and 8th Avenue, New York. Special room rates have been secured for our Institute, beginning at $14.00 for a single room and $19.00 for a twin room. Sessions will begin at 8:00 a.m. and continue through until 9:00 or 9:30 p.m. except for Tuesday evening. This is the only evening when a formal presentation has not been scheduled.

All individuals should make their own hotel arrangements. The New Yorker Hotel will send confirmations of room reservations directly to you. The attached sheet is enclosed for your convenience.

If you do not intend to participate in the New York Institute, please notify the Institute office in Urbana, 1102 College Court, as soon as possible. This will make it possible to accept persons who are currently on the waiting list.

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Mail to: THE NEW YORKER HOTEL
Attention: Mr. Paul Amato
34th Street and 8th Avenue
New York, New York 10001

REQUEST FOR ROOM RESERVATION

EPDA/NCTE Institute for State Supervisors of English and Reading, March 23-27, 1970.

Arrival: Date _____ Time _____

Departure: Date _____ Time _____

Check type of room requested:

_____ Single Room, $14.00

_____ Single Room, 16.00

_____ Twin Room, 19.00

Number of occupants:

_____ I plan to stay alone

_____ I plan to share a room with:

Mail confirmation to:

Name _____ Address _____

City _____ State,zip _____

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: Speakers, Consultants, and Others

FROM: Eldonna L. Evertts, Director

REGARDING: New York Institute

We are all looking forward to your visit to the new New Yorker Hotel in New York City for the fourth and last in our series of NCTE/EPDA Institutes for State Supervisors of English and Reading. This Institute begins with a reception on Sunday evening, March 22, and concludes on Friday afternoon, March 27, at 3:00 p.m.

I hope you already have a confirmed flight and if not may I suggest that you do so as soon as possible. Some of you may be so fortunate as to live near enough so you can drive and thus not have to worry about plane reservations. But as the Easter holiday and spring vacations come nearer, difficulty in making plane reservations could develop.

The enclosed tax form should be used when you pick up your airplane ticket if you plan to fly. If you have the Travel Reimbursement Information Sheet completed while you are in New York, you will be able to sign the official university form which I will have with me. It will then be possible for me to speed your check to you for your expenses after I return to the University of Illinois campus. Unfortunately the terms of my grant allow only for reimbursement of travel expenses and do not include lodging or meals.

The Institute will be held at The New Yorker Hotel, 34th and 8th Avenue, New York City, 10001. Room rates are $14.00 for a single room and $19.00 for a twin plus tax. I am enclosing a room reservation sheet for your convenience. This should be mailed directly to The New Yorker Hotel. Confirmation will be mailed to you by the hotel.

Airport limousine transportation is available between the airport and hotel.

During the Institute informal question and answer sessions and consultant periods will be held for the participants and speakers. We hope it will be possible for you to engage in some of these

discussions while you are with us. However, these will not involve any preparation on your part. You are invited to attend any of the lectures, practicum sessions, or other meetings which are held during your visit. If you are here on Wednesday evening, you will especially want to hear the Community Panel. Tickets for the Thursday night banquet can be secured from Dr. Lacampagne, the assistant director, when you arrive in New York. The visitations on Tuesday are a highlight of the Institute and if your schedule permits we hope you can go with us.

Please return the enclosed postal card with your social security number. If it is received soon in our office, I will have your honorarium check with me in New York.

ELE ib

Enclosures: Hotel Reservation sheet
Travel Reimbursement Information
University Regulation for Reimbursement
Transportation Tax Exemption Certificate
Return Card (S.S.)

DIRECTORY OF PARTICIPANTS

March 23-27, 1970

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OPERATION OF THE PROGRAM

THE FELLOWSHIP

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OPERATION OF THE PROGRAM

The Fellowship

"Programs for the disadvantaged child often fail because standard English is taught as a replacement rather than an alternate dialect. A dialect must be kept for living in one's own environment."

--Kenneth Johnson.

I. Introduction.

The fellowship program was conducted during the spring semester of 1970 on the campus of the University of Illinois, beginning with registration on February 2 and extending to the end of the final examination period, June 9. It was open to state supervisors of English and reading, those qualifying for such positions, and those cooperating with state departments of instruction. The program consisted of four graduate-credit courses, including seminars, special lecture series, school visitations, conferences, and institutes.

The program was designed to help the fellows increase their understanding of dialect and language learning so that they could work more effectively with teachers of young children and the disadvantaged. The target population for the entire project consists of children who speak English as a second language or dialect.

The semester long program provided time for a wealth of experiences--formal course work, school visitation, the New York institute, the lecture series, and many social activities. There were occasions for much exchange of ideas and individual growth. In fact, characteristic of the fellows as a group was the insatiable desire for discussion and interaction.

II. Operation of the Fellowship.

A. Planning.

Much planning for this segment of the project was done prior to the opening class of the fellowship on February 5, 1970. The

Advisory Committee evaluated the credentials of each candidate; acceptance letters were mailed to those selected. The Director had made the preliminary design for one of the principal courses and outlined the lecture series.

A young graduate from the Linguistic Department at the University of Michigan was engaged to teach the course in psycholinguistics. His appearance at the Phoenix and Mobile Institutes served to orientate him to the interests and needs of teachers and of state supervisors.

Considerable time was spent collecting the necessary information needed for fellows to be admitted to the University of Illinois. Registration procedures were developed to meet the circumstances and regulations under which this fellowship was operating. Some difficulties were encountered because of the late acceptance of the invitation to attend from the fellows.

More time was spent by the Director in recruiting fellows than had been expected. State supervisors were slow in making recommendations; some did so without checking qualifications carefully. Nevertheless, a fine group of individuals were selected for the fellowship.

B. Participants.

The fellows represented a wide geographical distribution. Because many states did not nominate any candidate, a few states have more than one representation. Persons came from as far away as Guam and Hawaii. Mainland states represented included: Washington, California, Utah, Arkansas, Illinois, Kentucky, Mississippi, Tennessee, Georgia, New York, and Maryland.

The application forms and questionnaires provided background information which proved to be helpful in planning and adjusting the teaching program. Because of the wide range in background, experience, and education possessed by the fellows, many changes had to be made throughout the program. Although few fellows had any interest in continuing their education at the time the program began, many made arrangements to enter degree programs before the end of the semester.

The fellows selected different types of housing. Many lived in university housing, graduate dormitories, or apartments. Some rented apartments or trailers in town. All were basically satisfied with their accommodations.

The fellows planned varied educational and professional roles for themselves following the fellowship program. John Madison, a representative from New York, will continue on a doctoral

program at the University of Illinois after spending the summer completing a project for the New York State Department of Instruction. He was granted an assistantship preparing abstracts for ERIC/NCTE. Sandra Gibbs, Arkansas, has accepted a teaching assistantship for the fall of 1970 at the University of Illinois where she will continue work on her master's. Ellsworth Berget, Utah, will continue work on the Champaign campus this summer and then begin his doctoral work in reading at Syracuse University in the fall. Another fellow from Utah, Douglas Bonzo, will remain at the University of Illinois during the summer of 1970 to complete his master's degree. The representative from Maryland, Maureen Hickey, will continue work toward a master's degree this summer at the University of Illinois, and then combine work at the University of Maryland with high school teaching. One fellow, Will Penna, plans to enter the field of teaching English as a second language. Another candidate, Irene LePage, will take work this summer at the University of Illinois and then continue work toward a master's in cooperation with the University of Maryland from her new home in Bremmerhaven, Germany. The representative from Georgia, Betty Rockett, will conduct a series of workshops throughout the state of Georgia this summer. Edgar Jett, Tennessee, and Sharon Hietty, Kentucky, are planning to introduce new curricula programs in their classrooms this fall and to continue work toward a master's degree in their respective states. Two of the California representatives, Mary Pearson and Robert Davenport, will be working with the teachers in their school districts in the planning of new programs. A course in black literature for high school classes this fall was a special project planned by Donald Black.

This fall will see Carmen Blas in Guam helping her teachers teach English as a second language and in planning new programs in reading for primary pupils. Mary Whittemore will incorporate many of the ideas she gained in her college classes in Mississippi; she will experiment in the teaching of a new course in reading for pupils not speaking the standard dialect. Duane Yee returned to Hawaii during the semester to interview for a position as headmaster of a private school; his future assignment is not known at this time. Last year he was a head teacher in Punahou School.

When one considers the wide geographic areas represented by the fellows, one can estimate the wide national influence which will be felt. These persons can do much for their state departments.

C. Staff.

The staff included the Director who taught two classes, the visiting lecturer who taught one class, and two secretaries.

The practicum director for the institutes visited the fellowship several times giving special lectures and conferring with the fellows. The assistant director was available for consultation and lectured during the semester.

In addition to administrative duties and teaching, the staff had responsibilities for planning two regional institutes held during the same semester as the fellowship--Mobile and New York.

D. Physical Facilities.

The University of Illinois provided ample, pleasant facilities for the project. The suite of offices included a permanent classroom for use by only the fellowship, a large office for the visiting instructor, ample storage space, and an office for the Director adjoining the large institute office. Special items of equipment were supplied as needed. Regular university facilities were available: mail service, janitorial service, directory service, etc.

E. Cooperation with Other Organizations.

Each member of the staff of the University of Illinois with whom the Director worked is to be commended for the interest and helpfulness shown to her and the staff. Special appreciation should be extended to those working with budget and finance, admission to the university, admission to graduate programs, libraries, housing, and personnel.

The National Council of Teachers of English was most cooperative in providing space for the fellows to read and study in the NCTE library, assisting in locating materials for the study packets, and sending displays of new materials to the institutes. Appreciation should be expressed to the staff members who spoke to the fellows on topics of current interest.

Faculty members of the University of Illinois gave most generously of their time and effort serving as lecturers, advisors, and consultants to the fellows. Several gave special permission permitting fellows to take courses they especially desired under them.

F. Orientation of the Participants.

The Director was conducting the Mobile Institute at the time of registration. In her absence, Dr. Walter Moore of the University of Illinois assisted with the registration of the participants. Detailed memorandum had previously been mailed explaining the procedures to fellows. The secretarial staff assisted the participants in finding local housing and offered off-campus transportation whenever needed.

The first social function of the semester for the fellows was a dinner in the home of the Director. This provided an informal atmosphere for everyone to become acquainted. The assistant director and his wife, the course instructor and his wife, and the practicum director were also present.

A few days later there was a tour of the NCTE headquarters where the fellows were introduced to the facilities of the special library of English books and materials.

The first class meeting with the Director was an orientation session for the total fellowship program and the forthcoming institute in New York City. Programs for the recent Mobile Institute were distributed and discussed giving the fellows insights into the coming program for New York.

The cost of the New York Institute was discussed at this time. It was explained to the fellows that all plane travel and ground transportation would be paid directly by the project but the cost of hotel rooms and meals would be covered by the stipend each was receiving. This was based on a figure of $2000.00 plus $300.00 for each dependent for the semester.

To help the fellows get started with their course work, course outlines and bibliographies were distributed. The sources of reading materials were also explained.

The practicum director was in Champaign-Urbana at the opening of the institute and gave an introductory lecture on current trends in teaching and curriculum construction. The nature of the practical papers each would prepare was explored in the class on Research and the Teaching of English and the Language Arts. When the practical papers were completed, the practicum director was again on campus and assisted in the team evaluation of each paper. Those involved in the evaluation included the fellow, the practicum director, and the director.

G. Social Activities.

The fellows enjoyed many social exchanges outside of class. Beginning with the first dinner on the eve of the beginning of classes, there were many other social functions. Pizza parties, picnics, dinners, and other gatherings were common. Attending local auctions became a favorite pastime for many.

The fellows enjoyed eating lunch together at the Home Economics cafeteria in Bevier Hall on campus. Here the food was marvelous and the prices extremely reasonable.

During spring vacation, some took extended trips in the East following the New York Institute. Others visited the South. Sightseeing accompanied the group visitations in Chicago, Springfield, and New York.

Many shorter trips within the general area of Champaign-Urbana were enjoyed by all. Those with cars offered transportation to others while some rented cars for special trips. Fortunate indeed was the fact that the fellowship was located in an historical section of the country and within driving distance of the Chicago theatres.

H. Course Work.

The backbone of the fellowship program was the course work. The course in psycholinguistics focused on linguistic theory, applied linguistics, sociolinguistics, and psycholinguistics. Another course concerned itself with research and methods in teaching English and the language arts. Concommitant to this course was the lecture series. Both of the formal classes studied the areas of dialect, second language learning, and the needs of the disadvantaged although from different points of view. For these two courses, the fellows used reference books placed in the fellowship classroom or office, NCTE library, and the University of Illinois library. Fellows purchased textbooks for one class.

During the semester the fellows had an opportunity to experience in class and with some of the visiting lecturers, the teaching techniques discussed in class--informal atmosphere, dialogue, panels, reports, little lecturing, ample opportunity to share insights, etc. However, it should be noted that an instructor has the obligation not to let intercommunication become inter-monopoly on the part of a few. All members of a class need to be involved.

I. Lecture Series.

A strong feature of the fellowship was the lecture series. Excellent lecturers and consultants willingly accepted an invitation from the Director to speak to the fellows. Many of these individuals had come to Champaign for conferences at the NCTE headquarters or to speak at the University of Illinois. Several lecturers came to Champaign at their own expense for the express purpose of speaking to the fellows because travel funds for this item was not covered in the grant. All the lecturers spoke freely, sincerely, and with conviction as they shared their insights and understandings of current issues as these effect the disadvantaged, the non-standard dialect speaker, the various minority groups, or the educational scene in general.

Throughout the semester, the fellows frequently referred to the lecturers and the ideas which they had opened to them.

It is impossible to have such an array of outstanding scholars in a conventional college class; to be able to hear and talk informally with recognized leaders in education was a highlight of the program for the fellows.

The lecturers were Robert E. Shafer, Muriel Crosby, Shizuko Ouchi, William Labov, Kenneth Johnson, Mary L. Mielenz, LaVelle Fortenberry, and Jack K. Robertson. NCTE representatives who spoke to the fellows included James Lyon, Richard Adler, Bernard O'Donnell, William Scannell, Robert Hogan, and Nancy Prichard. Staff and faculty members of the University who talked were Zola Sullivan, Theodore Manolakes, and Siegfried Engelmann. One of the lecturers wrote the following in a letter to the Director after returning home,

> "I shall always have pleasant memories of your interns and their obvious appreciation of their 'prof.' You really demonstrate in your class the kinds of human feelings and skills they will be able to develop in their jobs."

J. Visitations.

Nine visitations to schools were planned for the fellows. These included several trips to local elementary and high schools. Classes were visited in the Champaign, Chicago Laboratory School, University High School in Urbana, Springfield, and New York City. One local observation was an experimental program focusing on individual growth and socialization of activities similar to that found in British schools.

These trips were made by car, train, and plane.

Several fellows attended their first professional conference or institute during the program. The National Conference on Elementary Language Arts in St. Louis was a "first" for some. The New York Institute, likewise, was a new experience for most.

K. Media.

Films and slides were used whenever these would add to the program. A non-commercial set of slides and tape recording made in England were used to illustrate learning by participation on the part of elementary pupils. A new film "Improvisation in Drama" presented drama as a technique for discovery of attitudes and development of understanding and personal growth at the high school level. Another film,

"Starting English Early," illustrated the activities which can be enjoyed while young children are learning a second language. Two films readily available for classroom use were shown. These were "Alphabet Conspiracy" and "Lively Art of Picture Books."

L. New York Institute.

All the fellows attended the New York Institute, some took spouses and children. Despite some inconveniences because of the air controllers strike, all enjoyed the experience and learned much. Throughout the remainder of the fellowship, references were constantly being made to ideas presented by the course instructor and the lecturers. The school visitation was one that could not have been made outside of the framework of an institute.

The full report of the New York Institute has already been presented in this final report; suffice it to mention at this point that only through this type of structured program could the fellows be introduced to so many outstanding scholars and imaginative educators in such a short time and at a financial cost that was not prohibitive.

When responding to the written evaluative questionnaire, the fellows were unanimous in their feeling that the institute in New York was excellent and that such institutes should be continued. They felt that the instruction and the guest lecturers were outstanding. Least popular with them was the evening panel. They felt that one day of school visitation was not enough.

M. Evaluation of Instructor and Lecturers at New York Institute.

In response to the question, "What speakers did you especially like, and why?" the following are some of the answers from the fellows:

"Edward and Ann Carpenter were the highlights for me...in all my years of education I have never been so uplifted about people doing a real job of educating. I regret that Harlem Prep was on vacation while we were in New York."

"Dr. Marquardt--he is great! I liked his choice of relevant topics and his thorough preparation...his open-minded examination of and keeping up with current materials...his way of sharing his convictions without dogmatism and emotion...his careful substantiation of conclusions with research...his pleasing personality and the beautiful precision with which he used words."

"I consider it a privilege to have "touched Dr. Marckwardt's sleeve!"

"Dr. Marckwardt's entire presentation was an invaluable aid to me in drawing together much that I have read the past two months and much I have heard discussed and debated on what standard English is or should be. His lectures were very interesting and loaded with content. The infusing of history of language development into the common, ordinary daily practice of our rich language as it is spoken by dock workers, harvest hands, and investment brokers in all parts of the world was fascinating to me. I have never had a course, even of quarter or semester duration, as loaded with valuable information. Dr. Marckwardt's seemingly inexhaustible stock of illustrations and examples kept me quite interested throughout his classes."

"Virginia French Allen--her practical explanation of some methods, especially drill patterns."

"Dr. Virginia French Allen--her talks with suggestions will definitely help me. Through her practical devices and suggestions, I have acquired more confidence in my work with students at home."

"Dr. Beryl Bailey provided real food for thought as evidenced by my own and others' questions generated by her comments about bi-dialectalism and the Creolization of language."

"Dr. Florence Freedman--I was impressed with her discussion of the College Discovery and Development Program. It provided a new avenue of thought in aiding disadvantaged students."

"Dr. Florence Gaines--she was so easy to identify with--a marvelous speaker. Her discussion of the four areas of research: (1) linguistics (2) psychological (3) anthropological and (4) experimental psychology was very informative."

"Mr. Clifford Mason though dramatic and emotional provided a new experience for most of us."

N. Impact of the New York Institute.

The question, "What impact do you think your attendance at this institute will have upon your professional growth on the local educational scene?" elicited these answers:

"My attendance has had an immediate impact. I have sent a report on the proceedings of the Institute, containing my observations and gleanings, both from the program and from my

discussion with participants from other states, to my state's consultant, Mr. George Nemetz. Also the study packet, program and experiences of the Institute have given me contact with areas of inquiry into language learning in general and the in-service education of teachers in particular that I would not have had otherwise. My attendance will also have some long-ranging impact. It has put me, and through that channel Mr. Nemetz in his office, in direct touch with some of the people, programs and processes around the Nation and indeed the English-speaking world, that we will continue to call upon and explore further in the year to come."

"I know that I will never be the same. From now on the information gained at the Institute will be reflected in every contact I make in the classroom, in the community, and in my state. I can't decide which is more meaningful, the actual acquired knowledge or the change and/or reinforcement in attitude. They can't really be separated. Both became a part of my background and will be sprinkled (and at times showered) in everything I think and do."

"I hope it has a strong impact on my professional growth...I have been greatly impressed by the other educators from New York City, notably Dr. Gaines and Miss Rivera...I have no way of estimating what impact my attendance will have on the local scene. It depends entirely on the impact that I personally make on the scene and I can't judge that yet."

"The Institute has given me a more complete view of the problems of bi-dialectalism or second language learning...the Institute did much to bring out several viewpoints--the Black, the White, Middle Class, Mexican-American and Puerto Rican."

"I only hope I shall be listened to when I return home...I have already written my department and requested work begin on our minorities on approaching them in a way where their language and culture are held with respect. One cannot help but grow in the presence of people like Dr. Marckwardt, the Carpenters, Dr. Everttts and John Lamendella. I am now more aware of the difficulties of second language teaching than I have ever been. The entire Institute (Champaign and New York City) have done this for me. I am grateful."

"...It has given me practical ideas which will be useful when I return to teaching. Most important it has broadened my educational philosophy...this stimulation to re-examine my own views is, perhaps, one of the most valuable results I could hope for."

"A much better concept of teaching the non-standard English speaking child--more understanding of teaching reading to this type child and the controversies involved."

"A philosophy of education has emerged to give me direction which is something I have not had. I have gained new confidence in myself as a person and this should be a positive influence on me as a teacher."

"My professional growth has been affected tremendously. My reading will be more intelligent. My contacts with people and situations have been tremendous and will definitely affect me professionally."

"What I have learned and the mingling with the Black educators will help alter my feeling of despair for my school system's black students so many of whom have seemed content to do little to forward themselves in our 'white program'...I can see many adjustments in our course offerings and techniques and expectations."

"Personal growth--a more basic understanding of some of the educational 'universals'--avenues for further study and a broader base of knowledge to offer in-service classes I teach. This was a fine program and I will be pursuing insights and ideas gained for some time to come."

"It will greatly affect my personal growth...provided background for further professional reading and practice. I find that the more I read after this Institute the more I gained from the Institute."

"The Institute renewed my desire to seek out and try ways of making my subject matter more relevant to students."

"Many of my ideas and 'notions' about urban education have been either re-inforced or changed. Time will tell how they will be reflected in my job."

"This background will help me understand where my pupils are and provide more concrete help for them to cope with their second language learning. I will be better able to help and work with teachers working with me. My new concept of language acquisition is much clearer now than before."

O. School Visitations in New York City.

In response to the question asking for their reactions to the school visitations were these responses:

"I was impressed with the close work between the school's reading teacher and the rest of the staff and the importance of the principal's supportive role and community relations work in this predominantly black school. The enthusiasm, dedication and rapport of the classroom teachers and their aides with the classes seemed, in most cases, to make this a

positive program with a minimum of problems that, in other contexts, might become dull and too narrowly conceived drillwork. Our brief meeting the district coordinator of bilingual programs and English as a second language brought us together with the music coordinator and bilingual teachers. We observed a well-conducted workshop meeting in which the teachers were learning songs to use in their classroom programs with Spanish-speaking youngsters, songs that made a game of certain kinds of pattern practice and drill."

"I was delighted to see the different approaches to teaching beginning reading in action...the difference in progress between groups with and without pre-school experience (Head Start, Nursery School, kindergarten, etc.)...individualized reading classes...a class for the gifted working with a 'gifted' teacher."

"Reinforced my belief that no program is worth anything without the right people to run it. If humanity is our end product, then we must pour as many exceptional human beings--teachers who truly 'relate'--into our schools as possible."

"This was one of the most pleasant aspects of the Institute. Being able to visit and compare three schools on Manhattan located in three different social areas gave a broader picture of different techniques of management."

"I enjoyed our small group talks. I was fascinated when the teacher would go from one language to another. I really became aware of the bilingual problem; it was there in front of me. I was impressed by the way parents take an active part in the education of their children."

"The visitations were too brief and limited. I was depressed by the general conditions under which the children of New York City attend school."

"This was for me one of the high points of the week. I had the good fortune to visit PS 25, a bilingual school in The Bronx. I found many interesting techniques in an atmosphere totally strange to me. The explanation of the school set-up by the principal was most informative."

"I consider my school visitations to be most profitable and educational. Although I did not find situations directly related to my area I believe much of the knowledge and insight I gained will broaden my ability to understand and guide the non-standard English speaker. I became familiar with the TESOL program and was most impressed by the devotion and dedication of the teachers working in this program, and with schools working with parents."

"These school visitations bring us out of educational isolation and present us with the fact that problems are shared and we can benefit from each other's successes and mistakes. I am only sorry that more school visitations were not possible."

"I saw rather than was told. I saw a school with an excellent, dedicated principal and staff working together for the benefit of the students, working around the system where necessary. I saw new methods and new materials used in a way I can adopt."

"The school visitations were one of the most profitable experiences of the Institute. No amount of theory and discussion can equal the actual observation of teachers in action. I gained much valuable information on English curriculum organization and class scheduling. The teachers and administrators did far more than give us the usual PTA type tour. They eagerly showed us the school plants and facilities and answered questions honestly and sincerely."

"It afforded a wonderful opportunity to see many kinds of things we read about actually taking place...I saw various things children and teacher can accomplish and also situations--building-wise, neighborhoodwise, etc. that can be met and overcome."

"The uses of teaching materials were presented in the most efficient way by the teachers visited."

"The idea of the school visitations is a good one. It gave many people from other parts of the country an opportunity to see the city and its schools."

"The visitations provided me with an opportunity to gain new ideas which appeared to be successful. They also provided an opportunity to see enthusiastic teachers in action."

P. Reactions to Fellowship Lecturers.

In answer to relating the contributions of the guest speakers to the reevaluation of the educational scene, the fellows responded;

"Shizuko Ouchi presented an exciting view of inservice education that districts, regions, and even other states might look more deeply into. Her presentation led me to find a few (and there appears to be very few) other instances of well thought-out and planned inservice programs."

"Muriel Crosby--made two important points which affected me personally. They were both couched in terms of cautions. She challenged educators (and me personally) to 'know why you're doing and what you're doing' and to stand back away from education and look to see who really controls what is going on in the public schools."

"I was interested in Dr. Crosby's distinction between change and innovation. Change takes place in the teacher. Innovation is a change in the curriculum. Complete change cannot take place until teachers change themselves."

Referring to Dr. Crosby, one fellow wrote, "We must remember that students are different in many ways and our programs must meet their needs. We must know where the children are, where we want to take them and also know what future we want them to have."

"Even though I had been aware of ERIC for a few years, having it so accessible, especially through the most helpful services of people like Mr. O'Donnell, Robert Denby and others at NCTE/ERIC made this a truly important new tool for my work as an English teacher."

"Richard Adler's presentation on creative dramatics was extremely informative. He did a splendid job of pointing out that what seemed to be a 'weakness' in one of the teachers in the film was only a difference in style. The concept of creative drama itself, I think, will be a far-reaching one. I think it has already had a strong impact on the participants in the fellowship."

"I liked Robert Shafer's redefinition of the disadvantaged child. Much work is needed for an understanding of and aid to this type of child."

"Dr. Shafer was a person who seemed to fully understand the total aspects of minority teaching done by the majority."

"Robert Shafer's comments on the disadvantaged were appreciated, especially his redefinition and his explanation of the Bereiter-Engelmann material was helpful. It must be remembered that for some of us this was the first occasion to hear about this material."

"I always enjoy hearing about the British schools and found the presentation by Mr. Lyons to be clear. He seems to be quite objective in his observations."

"James Lyons' early presentation to the Fellows concerning his school visitations, as one of those with the Squire group looking into British education, spurred me to read the study and to look and read further in this area myself."

"I was glad to see and hear James Lyon's reactions to what he saw in some British schools."

"Dr. Kenneth Johnson was another speaker who quite effectively showed Black English is a valid linguistic system."

"Dr. Kenneth Johnson is the speaker I most enjoyed. In direct opposition to others I have heard, he was very lucid in his explanation of black dialect and I really enjoyed his talk."

"Kenneth Johnson--this man was phenomenal. The ideas about black kids dialect and language were influential with me. Through his talk with us, I found I can overcome a lot of my hang-ups I once had about black kids' speech."

"I think I learned most of all after listening to Mr. Engelmann that I must formulate my own answers to educational issues by examining myself the programs and the research. I don't feel that the views I received from some of the linguists this semester were fair nor do I feel the view I received from Engelmann himself was fair. From one, the soft-sell against it; from Engelmann, the hard-sell for it."

"Dr. William Labov gave further testimony and evidence to back up the notion that teaching standard English to non-standard speakers is an extremely difficult and complex educational task."

"To me the greatest experience I had with an outside speaker came the afternoon William Labov came to our class. Here was a man who has achieved renown and success in his linguistic research field, but who talked ordinary, down-to-earth language with our class."

"I appreciated Dr. Fortenberry's contribution and her sharing the student teaching program at Indiana University. Later I will be able to compare the likenesses and differences which will show up in my future work with student teachers."

"I did not enjoy Dr. Fortenberry's presentation. I found the extremely binding arrangement imposed on student and teacher unbelievable."

"Although Dr. Fortenberry's presentation of what is happening in areas of teacher preparation was somewhat limited to her own situation, I feel it did reinforce the necessity of which I have been made aware in teaching. Future teachers must be made aware of probable situations which they will meet when they undertake a classroom on their own. In this age, it is not enough to expose a student teacher to an ideal situation. Since new teachers are the ones who are usually

given the classes which are considered 'low' they must be trained to successfully deal with these classes. Too many new teachers are lost because they look on their inability to deal with this type of class as failure on their part when in many cases it is failure on the part of their preparation."

"Theodore Manolakes, I thought, was a fine example of what a leader in elementary education should be. He was realistic about teacher training, and at the same time quite forward-looking. I liked his suggestion of 'tagging the teacher' so that school systems would know how the teacher had been trained. His evaluation of the British 'open schools' system was realistic in that it provided for an American-developed (though British-inspired) system. Complete borrowings, he rightly assumes, rarely work."

Dr. Manolakes really provided the icing for the cake. He successfully tied together the educational scene. Because of his talk with us, I am able to see the interest and connection of the British schools and the American schools."

"I appreciated Dr. Manolakes's pulling together the many ideas dealing with elementary education. His carefully thought through philosophy--his acceptance of the best and honest rejection of some current practices was very meaningful to me."

"From Dr. Manolakes I gained some understanding of the philosophy of a large university education department."

"William Scannell enlightened me on the attention being given to visual media."

"Mr. Scannell gave me new insights into the curriculum, particularly guides."

"Nancy Prichard's presentation on black literature was one of the most interesting of the semester. She made us all aware of the abundant wealth of material in this area. She illustrated that a white person can teach black literature, which was a question heatedly debated earlier by some of the fellows."

"Robert Hogan has some very strong ideas concerning the relevancy of what is currently being done in teaching. I felt he has been greatly influenced by the Dartmouth Seminar and he voiced much of the philosophy I have been reading and hearing about in the last four months."

"Mr. Hogan stressed the need for more research in English teaching. He gave parables which are very meaningful to me."

"Another point Mr. Hogan made which was well taken was that we must teach kids joy before we teach them cynicism. How many problems are being caused in our system at the present time by kids who haven't experienced joy?"

"The outside speakers were superb. They all had a good deal to contribute to our thinking, and it was such a thrill to meet the people in the field--many of whom we had already been reading. This was probably the most outstanding thing for me."

"I have enjoyed this institute immensely. It has been quite an educational experience for me. The readings and the speakers have complemented each other in a way that usual lecture teaching could never have done."

Q. General Evaluation by Fellows.

The last item in the final paper written in class while the fellows were still on campus was an open-ended item. They could write any comment they wished or "let off steam" if they wished. A few began by being humorous but all became serious and sincere as they continued to write.

"Phew!! (That was steam letting off, if you'll pardon the levity.) I should like to say with complete sincerity (and hope that this does not sound inappropriate at this point in an 'examination') that I know I have come into contact with one of the most dynamic human resources in our profession. I know if you are able to continue working to develop and implement programs like the present one, we shall continue to see viable, significant growth, rather than merely a proliferation of largely indifferent programs, in our profession. Thank you from all of us!

"I have let off steam off and on all semester and am 'whistled out.' The value of what I have learned far outweighss any little personal disturbances I might have momentarily experienced."

"I have written steadily for two hours and have not scratched the surface. I have not in my answers in any way reflected all the great ideas I have gained this semester. I am well equipped with notes and summaries which contain much knowledge I do not call up on the spot, but these ideas are not lost and will be used for years to come. Let off steam! I'm all steamed out. Sigh!!"

"I didn't get a chance to talk with the gentleman from the Washington state office who was here as an evaluator. That was the day I had car trouble and was ill. One comment I would have made to him was that I wish we had made the school visitations or at least some earlier in the semester, before New York."

"The entire institute, for me, was a success. There were of course difficulties and adjustments to be made, but this was expected. The New York trip was something I'll never forget because of its significance for me in professional contacts. The trips we made were all interesting and caused some thought change on my part."

"I wish that every teacher at my school could have such an experience at least once in his life--hopefully early. I guess one has to be ready for it."

"The institute has given me a different outlook and greater insight into many educational problems which are current and national. I must admit that although I have learned a great deal about education, I am in a deeper doubt about it than before and feel as if it is certainly a crucial problem in our nation. Many, many problems need to be solved and many questions answered."

"It's been great! I'm anxious to get home, yet hate to see it end. This has been an outstanding group to work and learn with."

"I really feel growth in the time I have spent here. It is by far the most stimulating semester I have had in school. This has been a completely new kind of educational experience for me. This is one of those great experiences that 'change men's lives.' I am not the same person who came in February nor do I feel any regret about leaving him behind."

"Keep the fellowships going! It is a major step in making teachers aware of what's going on in education and educational research....All in all, this has been one of the most rewarding educational experiences I have had."

"The practical paper was useful. The time and place to do it was here. The resources that were available were invaluable. I appreciate the opportunity to do such a paper."

"I feel that programs such as this can be much more effective than most of our typical in-service workshop and Saturday programs."

"This has been by far the most profitable semester I've ever spent in any institution. I'm grateful for my growth and feel committed to sharing with anyone who will listen."

"Thank you so much for your every kindness and for the well-planned and well-conducted program. I was occasionally lonely, being so far from home and family, but I must say I had little time to worry about this with the massive assignments. Thanks again for everything."

"At first I felt an obligation of loyalty to you because of all the help you had given me. I don't now. I feel more like a disciple. That means, to me, that you have affected my life permanently, you have changed it. The only thing that seems sufficient is, thanks! And then for me to do my best and to continually improve that best!"

"I want to feel sad that I'll probably never have the opportunity to simply read and read and get credit for it, but it would be even sadder if I had never had the opportunity."

R. The Evaluator.

The value of having an outside evaluator was discussed by the director and a special consultant for the U. S. Office of Education for evaluation. Accordingly, Thomas L. Barton was invited to visit the fellowship and prepare an evaluation report. Mr. Barton was familiar with the nature of the regional institutes having attended the previous year. However, the fellowship program was new to him. The results of his investigation are contained in his report.

S. Report of the Evaluator.

The following evaluation of the fellowship program was submitted by Thomas L. Barton, Independent Evaluator, Washington State Office of Public Instruction.

EVALUATION OF FELLOWSHIP PROGRAM

I. Introduction.

During the final weeks of spring semester, 1970, this evaluator visited the fellowship program, sat in on class sessions, studied the original project proposal, reviewed samples of participant work, discussed the instructional program with course instructors, questioned the program director, the associate director, the associated institute practicum director, and conducted personal interviews with each of the fellows.

II. Purpose.

The fellowship program as proposed had as its focus two critical issues in the education of the disadvantaged student: early language development (especially pre-school) and the problem of non-standard dialectalism. The purpose of the semester's work centered on increasing the fellows' awareness, diagnosis, and evaluation of the nature of language and dialect as it related to their particular geographical area as well as to the nation as a whole.

Built into the program was the desire to provide assistance to the fellows for planning, organizing, and implementing inservice meetings and workshop sessions in their own locales upon their return from the fellowship program.

The audience addressed by this program were state supervisors of English and reading or persons preparing themselves for such positions. A more detailed evaluation of this particular aspect of the program follows later in the report. (See section III, Participants).

It is clear to this evaluator that the purposes and objectives briefly outlined above are not only extremely important--even critical--ones but they have been admirably achieved. The succeeding material supports this judgment.

III. Participants.

Every effort was made to seek the application of state supervisors of English and reading or persons either preparing for such positions or named by the state offices as significant candidates. Brochures, bulletins, personal letters, and, in some cases, telephone calls were received by all state supervisors in the

country. In addition, similar materials, including personal letters, were sent to each of the chief state school officers encouraging them to seek and facilitate the attendance of appropriate supervisors from their states. Finally, the rolls of the fellowship program had to be filled by persons specifically recommended by state supervisors, as only one state supervisor could obtain release to attend. There is no question that the need for involving state supervisors still exists and it now appears that present funding of institutes and fellowship programs will only greatly delay the time when this essential inservice is provided to the state leaders in the areas of English and reading. Apparently, state office funding and personnel practice problems prevented more state supervisors from attending.

The remarkable effectiveness of the program is greatly enhanced when one measures its success against the difficulties encountered with the widely varied backgrounds of the sixteen participants accepted into the program. It would seem to speak highly of the program design, organization, and implementation.

Four of the participants presently hold supervisory positions of one kind or another. One is a college teacher engaged in English Education. The remainder are classroom teachers of English and reading from both rural and urban settings. Among these teachers are several who work closely with state departments of education in either an advisory or consultative capacity. Several possess master of arts degrees, one or two are doing upper level graduate work designed to support their intent to proceed through a doctoral program, the remainder have bachelor of arts degrees--some have earned many graduate hours of work beyond this. The range of teaching experience is as great as the academic backgrounds described.

Such diversity provides both plus and minus factors. Much can be gained from the interchange and working together of such a diverse group. The difficulties of providing meaningful classroom experiences are obvious.

It should be stated again that despite these handicaps, the participants not only profess great professional growth but exhibit it as well.

IV. Program.

The planning and organization of this fellowship program provide an outstanding model for such programs. Since this fellowship program follows six week-long institutes in various parts of the country, spread over an eighteen month period, it has had the benefit of long and careful planning. The program design is

characterized by a tight structure, carefully calculated to achieve the desired outcomes. Experience gained from these institutes exhibits itself in the fellowship program.

It is difficult to determine just which aspect of the fellowship program provided the greatest impact on the participants. Each will be briefly described and assessed below:

The course work represented the major structure of the program. Each fellow was free to choose an elective graduate course to fill out his program of the two required of all fellows. These elective choices illustrate the range:

Corrective Reading
Reading Methods-Primary
Secondary English Methods
Curriculum Development
Early Childhood Education
Test Preparation
Tragedy
Research Design Techniques

In each case, the fellows spoke highly of the elective courses they were enrolled in. Each felt there was close correlation between the elective and the fellowship program courses and each expressed the supporting value of their choice.

The two required courses were extensive and demanding graduate courses. Without exception, the fellows responded to questions assessing the coursework in a positive manner:

"I have never read so much in so short a time."

"I wouldn't have believed the extensive background I have gained from those two courses."

"The material I have learned will be invaluable to me."

"Those instructors were the most dynamic and knowledgeable of any I have ever had."

"I didn't like the readings to be required, but I now know I wouldn't have read so widely if they hadn't been."

"The pace has been terrific, but worth every minute of it."

Criticism of the courses were made by some of the fellows:

> "We didn't have enough chance to discuss some issues in class."
>
> "The courses were too highly structured and sometimes lacked opportunity for student input."
>
> "A more informal atmosphere would have appealed to me."
>
> "We needed more built-in discussion time."
>
> "The interaction among fellows had to occur mainly outside of class."

In almost every case, these criticisms recognized the demand for the best of all worlds. If each of them were to be met, some of the other strengths of the classwork cited would have necessarily been diminished.

The fellows appreciated the great effort made to organize the coursework. In one of the courses a detailed outline of the semester's work was provided in advance and this was greatly appreciated and valued.

A second aspect of the planned program was a regular series of special guest lectures. Without exception the individual sepakers were recognized leaders in their field and regularly provided dramatic highlights to the week's work. The speakers represented an impressive variety of background, experience, and expertise. It is a tribute to the Director that without exception the speakers were relevant to the work of the participants and their presentations were appropriate to the areas of concern under study.

It is clearly evident that this feature of the program greatly enhanced the regular work of the fellows.

A third part of the fellowship program was the direct participation of all fellows in the week-long Special Institute for State Supervisors held in New York City. Again, each of the fellows expressed feelings of gratitude for this experience.

For many fellows this experience proved to be a "cultural shock." Few had worked closely with inner-city schools, few had experiences with bi-lingual education, and few were ready for the heavy saturation of speakers, instruction, and school visitation which characterized the program.

Representative comments regarding the New York Institute were:

"We were literally bombarded from the time we arrived until the time we left."

"Professor Marckwardt is the most impressive man I have ever encountered."

"I met my State Supervisor for the first time."

"Every speaker reinforced our work and study."

"I have never been so impressed by two human beings in my life as I was by the Carpenters."

"The teachers and speakers were all outstanding."

"I gained insights into disadvantaged education that simply aren't obtainable in any other way."

"It was an exhausting experience but I wouldn't trade it for anything."

"It made a terrific cultural impact on me."

"Meeting for the week with State Supervisors was both revealing and rewarding."

"New York was the only place we could have gained those experiences."

The trip to New York and the week's Institute was not without criticism. Most centered on personal problems of one sort or another:

"I didn't know we were going to New York until after the start of the fellowship program."

"The New York visit presented a financial burden to me."

"We needed more free time."

"It was too highly structured--too demanding."

"No time for assimilating what was happening."

"We didn't have enough time for exchanging ideas and impressions."

""The evening programs weren't as strong."

A fourth aspect of the program involved several regional school visitations at both the elementary and secondary levels. Although one or two participants felt they had visited similar schools and programs before, even they remarked that because of the fellowship program, they viewed them a bit differently and found the visitations valuable.

The school visitation feature was strongly supported by the fellows. Again, the essential planning for such visits--to both local and regional schools--was careful and detailed. Because of this, their impact was greater and their value made clearer to the participants.

The individual work of the participants represents the fifth aspect of program implementation. It is here that the fellows were free to relate all of the experiences to their own needs, to their previous experiences, to the situation "back home," and to enhancing their personal and professional growth.

The required readings, reports, and various papers provided ample opportunity to overcome weaknesses and build on strengths. For major papers, individual interviews were arranged by the Director so that each fellow would benefit to the fullest from his work as well as from the insights and experience of the Director on his efforts.

The final area of the fellowship program is also the one which received the most praise. The available resources proved to be the greatest support for the entire program. Of course, this includes the human resources which have already been described. The printed materials available to the fellows was of such a nature that it is unlikely it could be duplicated elsewhere.

The impressive collection of materials found in the library of the National Council of Teachers of English was opened to the Fellows and made readily available. Each Fellow detailed to this evaluator his high praise of the materials available for his work. Several remarked they doubted any other site would have provided the wealth of resources found at the University of Illinois.

Closely associated with the availability of materials were the invaluable bibliographies prepared by the Director. Individual participant time was greatly conserved by the identification of the most appropriate and the most valuable of the resources.

V. Conclusion.

Despite the varied backgrounds of the participants, each has emerged from the fellowship program with greatly increased professional backgrounds. Several fellows arrived with only the foggiest notion of linguistics and their knowledge of early language learning was largely a collection of general impressions and hazy ideas.

In addition to the wealth of substantive knowledge, a clear change of attitudes toward non-standard dialect problems, bi-lingual problems, and the causes and effects of early language learning--as well as its deprivation--is clearly evident in each of the participants.

There is no doubt that these fellows will return to their states much better equipped to meet these problems in their classrooms. In addition, the confidence they feel in assisting other teachers in their buildings, districts, and regions suggests the widening impact the program will have throughout the country.

Few institutes or fellowship programs known to this reviewer can match the wealth of experience provided these fellows. The variety, the high-level quality, and the masterful organization of experiences is an unbeatable combination.

It is obvious the necessity exists for making proposals for programs of this nature as full and demanding as possible. At the same time, there exists a necessity for providing (that is, building into the structure) ample opportunity for participant reaction and interaction. This is as true of full semester fellowship programs as it is of institutes of only a week's duration. Learning which is most meaningful is that which is self-discovered, self-appropriated, and self-assimilated.

III. Conclusions.

The full conclusions for the fellowship segment of the project appear in the third major division of this final report along with those of the one-week institutes.

IV. Appendix.

The appendix for the fellowship includes the course outlines, field trips, audio-visual presentations, letters for recruitment of fellows, sample memoranda to fellows, correspondence with fellows, directory of lecturers, and directory of fellows.

COURSE OUTLINE

FELLOWSHIP

Course: Research and Methods in Teaching English and the Language Arts

Instructor: Eldonna L. Evertts

I. Individual Responsibilities.

A. Bibliographical cards.

Preparation of a set of annotated cards in acceptable bibliographical form on a wide range of topics relative to the language arts or English education. Cards are due every two weeks. You should have examined the book although you may not have read it.

B. Independent Readings.

Collection of a number of summaries or briefs of research studies, books, chapters, magazine articles, or other publications in your major interest area plus summaries on topics for class discussion. Full bibliographical reference should begin each summary. An evaluative statement or paragraph should conclude the summary. Indicate at top of page the topic you assign to each summary. The summaries will be the basis for class discussions and should be turned in on a weekly basis.

C. Practical Paper.

Select a topic which can be of value to you next year and read widely in this area. Topics, similar to that studied in class or in other areas, should be approved by the instructor. The final paper should include not only background information and the pro's and con's of the topic but also practical suggestions. Suggested topics are: Methods and materials for teaching a second dialect, How to organize and plan a complete in-service program, How values and attitudes can be taught through literature, Series of lessons for young children, Course outline for older students, Literature program in the elementary school (what should be read and what should be done with the stories), Contemporary selections and teaching suggestions for use in the high school literature program, How poetry can be taught, or What is meant by the humanities and how such a program should be planned for use in the high schools.

D. Evaluation of New York Institute.

A report giving your reactions to various speakers and the ideas presented. Particular attention should be given to the ways these ideas can be put into practice in your teaching or administrative activities.

E. Trends in the Teaching of English and the Language Arts.

Throughout the semester build a list or series of sentences or short paragraphs on the trends (or possibly fads) which are developing in the teaching of English or the language arts.

F. Films and Slides.

Fellows will assume the role of discussion leader or reactor for the films and slides which will be shown in class.

G. Lecture Series.

On Tuesday and Thursday afternoons, a lecture series has been planned. Keep these afternoons open since very little advance notice can be given for some lectures.

II. Topics for Discussion.

A. The Role of English in our Schools

B. The Changing Curriculum

C. Research in English, English Education, and the Language Arts

D. Language Development: Preschool through Adult

E. Oracy

F. Literature

G. Composition

H. Usage and Grammar

I. The Dictionary and Its Use

J. English as a Second Language or Dialect

K. Creative Dramatics

L. Vocabulary and Thinking

M. Teaching the Skills

N. Trends and Fads

COURSE OUTLINE

FELLOWSHIP

Course: Psycholinguistics

Instructor: John T. Lamendella

I. Goals and Assumptions.

The basic goal of the psycholinguistics course was to provide the fellows with a background in the study of language by giving a survey of the fields of linguistics and psycholinguistics. An attempt was made to provide a theoretical framework into which practical concerns, both pedagogical and curricular, could be placed.

The course involved a survey of the methods and findings in the following areas: linguistic theory, applied linguistics, sociolinguistic research, and psycholinguistics. Because of the varied backgrounds of the fellows, it was necessary to presume no preparation in any of these areas and hence, to present the course as an introduction, to linguistic theory, applied linguistics, etc. Since it would have been impossible to accomplish in one course the equivalent of four or five separate courses, it was necessary to make a choice between limiting the range of material covered or limiting the depth of coverage in a wide range of topics. It was the latter choice which was made in the psycholinguistics course.

This was done in the hope that the course would provide a general overview of these areas and also the background necessary to pursue a greater understanding of any one area by providing a general introduction and extended bibliographic materials. A term paper involving the application of one of the areas of theoretical concern of the course was required.

II. Description of the Course.

A. The following texts were assigned in the course:

1. Langacker, R. W. (1968) Language and its Structure, Some Fundamental Linguistic Concepts. New York: Harcourt, Brace and World

2. Langendoen, D. T. (1969) The Study of Syntax. New York: Holt, Rinehart, & Winston.

3. Valdman, A. (Ed.) (1966) Trends in Language Teaching. New York: McGraw-Hill.

4. Jakobovits, L. and M. Miron (Eds.) (1967) Readings in the Psychology of Language. Englewood Cliffs, N. J.: Prentice-Hall.

III. Areas of Concern in the Course:

A. Linguistic Theory Section.

The first segment of the course was devoted to an introduction to the field of linguistics, beginning with a concern for phonetics and phonological systems. Langacker's book was used as a general introductory text and the fellows completed this book by the end of the third week.

We were fortunate to have a native speaker of Chamorro, Mrs. Carmen Blas from Guam, as one of the fellows and took advantage of this fact by initiating an extracurricular Field Methods Class. Mrs. Blas was herself concerned with writing a contrastive analysis of the phonemic systems of English and Chamorro which she could take back and use in Guam. Using Mrs. Blas as an informant, many members of the class met one hour per week gathering data which was used to make a phonemic analysis of Chamorro. The class also discussed the problems Chamorro speakers have in learning English. In writing her term paper Mrs. Blas was able to use the phonemic analysis which we developed and the fellows had valuable experience in field linguistics, working with an informant, practicing phonetic transcriptions and getting practical experience in phonemic analysis, and contrastive analysis.

B. Applied Linguistics Section.

The Applied Linguistics section of the course discussed how the theoretical concerns of the structural and transformational linguists have been applied to teaching foreign languages, and in particular to the teaching of English as a second language. Concrete examples were given as to how the assumptions of the Oral Approach about linguistics and psychology have been implemented in teaching methodology.

C. Sociolinguistics Section.

The concerns of this section of the course might be summed up in the following questions: What is standard English? Why... To Whom?/When...How...should English be taught to native speakers of English? What are the contributions of

Sociolinguistics in answering these questions? We attempted to define dialect and idiolect,to discuss the question of black English and the current attempts to teach standard English to speakers of non-standard black dialects.

The fellows were fortunate in being able to go to New York in order to attend the EPDA Institute on teaching English and reading to Blacks and Puerto Ricans. The fellows heard many speakers including Albert Marckwardt and Beryl Bailey in addition to visiting schools in the New York Area.

Also, the fellows profited greatly from the opportunity to hear talks by William Labov and Kenneth Johnson in Champaign.

D. Psycholinguistics Section.

This section of the course represented in part a consolidation of everything which had been discussed up to this point in considering a psychological theory of human language. A major emphasis was placed on child language acquisition, both phonology and grammar. Also discussed were the biological foundations of language and the import of language disorders for general psycholinguistic theory. This section was also concerned with an overview of the concerns of psycholinguists within three traditions: behaviorist psychology, transformational grammar, and a newer approach from cognitive psychology.

FELLOWSHIP FIELD TRIPS

Date	Place	Activity
February 12	NCTE headquarters, Champaign	Library Visitation
March 6-8	St. Louis, Missouri	National Conference on the Language Arts
March 26	New York City	School Visitation
April 17	College of Education University of Illinois	Special tour of Resources Center
April 21	Washington Lab. School Champaign, Illinois	School Visitation
April 23	Washington Lab. School Champaign, Illinois	School Visitation
April 28	Washington Lab. School Champaign, Illinois	School Visitation
April 30	Washington Lab. School Champaign, Illinois	School Visitation
May 7	University of Chicago	Lab. School Visitation
May 12	University High School Urbana, Illinois	School Visitation
May 14	University High School Urbana, Illinois	School Visitation
May 22	Springfield, Illinois	School Visitation

AUDIO-VISUAL PRESENTATION
FOR FELLOWSHIP

Date	Film
April 14	Primary Education in Great Britain
April 16	Improvisation in Drama
April 21	Lively Art of Picture Books
April 23	Alphabet Conspiracy
May 19	Starting English Early

LETTERS FOR RECRUITMENT OF FELLOWS

NATIONAL COUNCIL OF TEACHERS OF ENGLISH ■ 508 SOUTH SIXTH STREET ■ CHAMPAIGN, ILLINOIS 61820 ■ TEL. (217) 352-0523

October 13, 1969

1968-69

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ASSISTANT EXECUTIVE SECRETARY
ELDONNA L. EVERTTS

Dr. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Dear Dr. Stone:

The National Council of Teachers of English wishes to call your attention to a Fellowship Program for twenty persons at the University of Illinois during the second semester of the current academic year (February-May, 1970). Eligible are state supervisors of English and reading or such persons as State Departments might desire to have trained for staff positions, or city supervisors or consultants recommended by the appropriate person on your staff. This Fellowship Program is cosponsored by the University of Illinois and the National Council of Teachers of English under a grant from the United States Office of Education.

The national attention being given to the disadvantaged groups, especially in the processes and structure of language and reading, makes this special program valuable to the Fellows. In the light of announced changes in EPDA policies and priorities, this may well be the last year that programs like this one may be funded.

The fellows will receive $2,000.00 for the four-month semester and an additional $300.00 for each dependent. Tuition and fees will be waived. Housing is available on the campus or in town.

The program comprises three courses: 1) a course in language by a prominent linguist, 2) a seminar under Dr. Eldonna L. Evertts, and 3) an elective course. Ten prominent educators will serve from time to time as consultants. In addition, visits to schools in the Chicago-Champaign area to learn first-hand how language problems of the disadvantaged are handled should be a rewarding, practical experience. Each Fellow will be privileged to attend a week-long EPDA Institute, transportation free, in New York City. At this Institute the week's work will include lectures by scholars, workshops, and school visits.

Will you please forward this letter to your state department of public instruction with the recommendation that this department name a Fellow from your state? All correspondence should be addressed to:

Dr. Eldonna L. Evertts, Director
EPDA Fellowship
University of Illinois
1102 College Court
Urbana, Illinois 61801

I sincerely hope your state will be represented.

Sincerely yours,

Robert F. Hogan
Executive Secretary

RFH:rjg

Note: Similar letters were sent to all state school officers.

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

October 20, 1969

Mrs. Jewel J. Bindrup
Specialist, English Education
State Department of Education
136 East South Temple
Salt Lake City, Utah 84111

Dear Jewel:

We have selected twelve state supervisors (and you're one of them as you can see) to ask you to help us by suggesting names of persons to attend the Fellowship Program at the University of Illinois during the second semester.

We have also written to your State Superintendent about the fellowships and he will probably refer that letter to you.

But in case he doesn't, we need the name of a city supervisor, teacher, or other person (elementary, secondary, or college) from your state, a person who is or will be working cooperatively with you on any project. This should be someone who is interested in graduate study. As you know, each fellow will receive $2,000 plus $300 for each dependent. Tuition and fees will be waived. In addition, the fellows will be taken to the institute in either Mobile or New York City.

We are eager to have your state represented. Try to recommend someone who would later be able to assist in some state project, or someone you might be able to have appointed as your assistant.

Have you recovered from your busy summer? I hope to see you at one of the institutes, or at the NCTE convention.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

Note: Similar letters were sent to other state supervisors.

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

December 19, 1969

Mr. George F. Nemetz
Consultant in English
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear George:

There are still a few openings for the Fellowship Program at the University of Illinois beginning the second semester of the academic year. It would be possible for California to send two or three fellows. Eligible would be the individuals who have cooperated with you on your special state programs.

The Fellowship Program is co-sponsored by the University of Illinois and the National Council of Teachers of English under a grant from the United States Office of Education. In the light of announced changes in EPDA policies and priorities, this may well be the last year that programs like this one may be funded. Therefore I sincerely hope that someone from California will be able to avail himself of this opportunity

Each fellow will receive $2,000.00 for the four month semester and an additional $300.00 for each dependent. Tuition and fees will be waived. Housing is available on the campus but the fellows will probably want to live in town.

The program comprises four courses: 1) a course in language by a prominent linguist, Dr. John T. Lamendella, 2) a seminar in teaching the language arts including reading, under Dr. Eldonna Evertts, 3) a second class in independent study which will include a special lecture series, and 4) an elective course. Four units of graduate credit will be given for these courses. Each graduate unit is equivalent to four semester hours of undergraduate work. Although this is a non-degree program, persons desiring to work toward a degree at the University of Illinois may do so after they arrive on campus. The program is further described in the information sheet which I am enclosing with this letter.

Letters of invitation to attend this fellowship can be sent by our office to city of regional supervisors of consultants, and college instructors of English or the language arts that you recommend.

Individuals interested in this program and desiring more information should send their names and addresses to you and you in turn can forward them to me. We are working against time since application to the Graduage College at the University of Illinois must be filed not later than January 15. Therefore, candidates may wish to begin correspondence with me at the same time they contact you for a formal letter of recommendation.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE:rhg
Enclosure: Fellowship Information

Note: Similar letters were sent to other state supervisors.

SAMPLE MEMORANDA TO FELLOWS

INVITATIONAL LETTER--FORM A

Dear _____:

You have been nominated to attend the Fellowship Program at the University of Illinois during the coming academic year, February 5-June 9, 1970. The recommendation I have received from _____ _____ makes it possible for me to extend this invitation to you.

The Fellowship Program is co-sponsored by the University of Illinois and the National Council of Teachers of English under a grant from the United States Office of Education. In the light of announced changes in EPDA policies and priorities, this may well be the last year that programs like this one may be funded. Therefore I sincerely hope that someone from _____ will be able to avail himself of this opportunity.

Each fellow will receive $2,000.00 for the four month semester and an additional $300.00 for each dependent. Tuition and fees will be waived. Housing is available on the campus but the fellows will probably want to live in town.

The program comprises four courses: 1) a course in language by a prominent linguist, Dr. John T. Lamendella, 2) a seminar in teaching the language arts including reading, under Dr. Eldonna L. Evertts, 3) a second class in independent study which will include a special lecture series, and 4) an elective course. Four units of graduate credit will be given for these courses. Each graduate unit is equivalent to four semester hours of undergraduate work. Although this is a non-degree program, persons desiring to work toward a degree at the University of Illinois may do so after they arrive on campus. Fellows will also have the privilege of attending the New York Institute; transportation costs will be paid by the Fellowship. The program is further described in the information sheet which I am enclosing with this letter.

I am enclosing a postal card for your convenience in replying to this invitation. Following the receipt of your card I will be pleased to send you the necessary application forms.

We look forward to have you as a fellow at the University of Illinois.

Sincerely yours,

Enclosures: Information sheet
Return card

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

FELLOWSHIP PROGRAM

Information

The Fellowship Program will be offered by the University of Illinois during the second semester, 1969-70. The Institute will begin February 5 and close on June 9, 1970.

The Fellowship Program is designed for state supervisors of English or reading who are planning to engage in state programs of language development for the preschool child or for meeting the critical issues relating to the disadvantaged child in his use of language. It is also designed for individuals who would like to qualify for positions as state supervisors of English or reading and who desire to study in the area of language. Special attention will be given in this program to the role of the state supervisor as a trainer of new and experienced teachers.

The Fellowship Program will give first consideration to members of state departments of public instruction or to persons qualifying as state supervisors of English or reading. A person qualifying as a state supervisor of English or reading, and desiring to attend the Fellowship Program, should submit a letter to the director to this effect from the state department of public instruction where he will be employed. Remaining openings will be made available to persons who wish to prepare for a position as a state supervisor of English or reading, or who are members of a team working as a state specialist. Members of this team could be city or regional supervisors, or college instructors. A person applying for a Fellowship under this last provision must submit a letter from the state supervisor of English or reading indicating that they recommend this individual. In some cases, the state supervisors will first notify the director who in turn will contact the candidate.

The final decision regarding acceptance into the program will be based upon the quality of the application and the experience, preparation, and personal qualifications of the individual making the application. A committee consisting of members from the faculty at the University of Illinois and representatives from the National Council of Teachers of English will make the final decision. Geographical balance will be considered in the selection of the participants. One person will be considered from each state. If a particular state does not have an applicant seeking admission to the Institute, additional persons will be considered from another state. Preference will be given to

teams of individuals applying for the Fellowship Program. This might include state supervisors of English and reading, regional and local supervisors, directors of title programs, and other representatives of the Department of Education as well as persons planning to enter state department offices. The maximum number of the individuals to be accommodated for the Fellowship Program is twenty. In the event that candidates seeking acceptance for the Fellowship Program are equally qualified, applications having the earliest postmarks will be accepted.

Participants will receive college credit for three units of work. Each person should make an application for admission to the University of Illinois prior to coming to the campus. This will need to be done to meet registration regulations. Persons desiring to work toward a degree from the University of Illinois may do so after the work for the semester gets under way. Information regarding registration procedures will be mailed to persons submitting an application, or can besecured by writing the director of this program.

The Fellows will take three courses as part of the program. The first will be a special content course in psycholinguistics by an outstanding scholar in this area. Dr. John T. Lamendella of the Department of Linguistics at the University of Michigan will teach this course. Attention will be given to dialect and language learning and other topics related to psycholinguistics. A survey of recent activity and research in this area will be part of the course. Attention will be focused upon the understanding necessary for state supervision of the special needs of non-English speaking children. This course will also include a study of dialect and the critical issues concerned with the preschool child and the non-standard dialect speaker.

Concomitant with this program will be a lecture series by outstanding educators and scholars. Practicum and discussion periods will also be conducted by the Director and the visiting professor of psycholinguistics. At these times the particular needsoof the individuals will be given consideration. Staff and consultants will be available to help meet the specific needs of the fellows for the projects which they are planning.

The participants will take a second course on teaching the language arts and recent research in this field. This will be taught by Dr. Eldonna L. Evertts of the University of Illinois. Emphasis will be given to teaching reading and English at both the elementary and secondary levels.

The Fellows will elect a fourth course. Many appropriate courses from the Department of Elementary Education, Early Childhood Development, the Department of English and others are available which will supplement previous preparation and which might develop competency in new areas.

Requests for housing may be made through the University of Illinois. Letters of inquiry should be directed to

Married
Family Housing Office, Room 420
Student Services Building
610 East John Street
Champaign, Illinois 61820

Unmarried
Housing Information Office, Room 420
Student Services Building
610 East John Street
Champaign, Illinois 61820

The community around the University has a number of accommodations available. They are listed in the local newspapers

Champaign-Urbana Courier
111 North Race Street
Urbana, Illinois 61801

Champaign-Urbana News Gazette
48 Main Street
Champaign, Illinois 61820

The Urbana campus of the University of Illinois offers participants immensely rich resource in the University library, which is the third largest university library in the United States. A new center for educational materials is being developed in the University library and will be open to the participants as well as the listening room and the Library of Spoken Arts Recordings in the Department of English. A curriculum library in the College of Education is available to the participants. The library of the National Council of Teachers of English, located on the University of Illinois campus, offers an outstanding array of English curriculum materials.

For further information regarding the Fellowship Program write to

Dr. Eldonna L. Evertts
Institute and Fellowship Program for
State Supervisors of English and Reading
1102 College Court
Urbana, Illinois 61801

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
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University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: Prospective Fellows

FROM: Eldonna L. Evertts, Director

REGARDING: Graduate Application for Admission or Readmission

I am sending you a copy of the Graduate Application for Admission or Readmission for the University of Illinois. This form should be completed and returned to this office as soon as possible. This should be mailed directly to me rather than the Admissions Office because you will be attending the University as a Fellow.

I will forward your application to the appropriate person for approval by the Office of the Dean of the Graduate College. Note that official transcripts are required. Also, the first choice of Item #19 should be checked.

After submitting this application to me, you will receive in the mail a Permit to Enter the University. You must submit this Permit when you register after coming to the campus. So please remember to bring it with you when you come to Champaign.

Later I will send you full information regarding registration procedures.

ELE ib

FORM LETTER

GRADUATE APPLICATION FOR ADMISSION

Dear _____:

We have received your Graduate Application for Admission or Readmission and are awaiting the official transcripts.

Thank you for completing the various application forms. Within a short time you will be hearing from me regarding registration procedures.

Sincerely yours,

FORM LETTER

Transcripts

Dear _____:

We have received transcripts of your credits from _____ college, _____, and _____ University. These will be forwarded to the Graduate Office and that office will, in turn, send you your Permit to Enter.

Sincerely yours,

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: EPDA Fellows

FROM: Eldonna L. Evertts, Director

REGARDING: Housing

The following information has been collected to help answer some of your questions. The items may not be of equal interest to you since you may already have been assigned space by the University or are in the process of making other kinds of decisions. Because several of you were admitted to the Fellowship Program at rather a late date, this information might be helpful.

1. If you applied early enough, you probably have received notification of University housing either in the graduate dormitories or University apartments. If you receive a letter indicating a room or apartment is available, do not delay in replying. Space is limited and the new semester is almost here.

2. Requests for University housing may be directed to:

 Mrs. Florence Kidder
 Student Services
 Housing Division, Room 420
 610 East John Street
 Champaign, Illinois

3. If you arrive on campus without University housing facilities, you may wish to contact Mrs. Kidder who is in charge of University family housing, phone 333-0818, or Mr. Green who is in charge of listings of private accommodations out in town, phone 333-2274. Both of these individuals are with the University and are located in the same building.

4. Rooms and apartments are listed in the two daily papers and in the University paper.

 Champaign-Urbana Courier
 111 North Race Street
 Urbana, Illinois 61801

 Champaign-Urbana News-Gazette
 48 Main Street
 Champaign, Illinois 61820

 The Daily Illini
 620 East John Street
 Champaign, Illinois 61820

5. Those at the University who assist in the location of housing in town recommend that you do not rent or sign any lease for anything that you have not seen.

6. Before coming to the campus, you might wish to reserve a room at one of the motels and then look around for the type of housing you would prefer. You might wish to write to one of the following motels:

Illini Union, 1301 West Green, Urbana, Ph. 217/333-1241
(on University campus)

1 person - $9.00, 2 persons - $13.00
3 persons - $16.50, 4 persons - $20.00
(no accommodations are available for February 2 and 3)

Holiday Inn, 1505 N. Neil, Champaign, Ph. 217/359-1601
(just north of city)

1 person - $11.00, 2 persons - $14.00 (one bed room)
1 person - $12.00, 2 persons - $16.00 (two bed room)

Howard Johnson, Rte. 45 N., Urbana, Ph. 217/367-8331
(north and east of city)

1 person - $11.50, 2 persons - $14.50 (one bed room)
1 person - $13.00, 2 persons - $17.50 (two bed room)

Studio Lodge Motel, 2205 S. Neil, Champaign, Ph. 217/356-7201
(south of city)

1 person - $7.00, 2 persons - $9.00, 3 persons - $11.50

Travelodge, 409 West University, Urbana, Ph. 217/356-3521

1 person - $11.00, 2 persons - $13.00

Ramada Inn, 1501 S. Neil, Champaign, Ph. 217/352-7891
(in town, near campus)

1 person - $12.60, 2 persons - $18.90

Paradise Inn, Route 45 S., Champaign, Ph. 217/356-1824

1 person - $9.50, 2 persons - $12.00, Twin beds - $15.00

Sheraton Motor Lodge, 505 N. Cunningham, Urbana, Ph. 217/367-5471

1 person - $10.50, 2 persons - $14.00, Twin beds - $14.50

7. If you should wish to rent a car so you can get around the city more easily during the time you are looking for housing, the rates are as follows:

Hertz Rent A Car, 234 S. Neil, Champaign, Ph. 217/356-9414
(rental available at U. of I. airport)

Daily rate - $14.00 plus 14¢ per mile)
Weekly rate - $70.00 plus 14% per mile) 20% discount for University personnel

Avis Rent A Car, 206 E. University, Champaign, Ph. 217/356-2551
(rental available at U. of I. airport)

Daily rate - $14.00 plus 14¢ per mile)
$11.00 plus 11¢ per mile -Compacts) 20% discount for University personnel
Weekly rate $55.00, $65.00, $70.00)
Reimbursement for gas at end of rental period

8. Our office staff will also assist you in any way that they can to help you locate suitable housing. Both Mrs. Blenker and Mrs. Godwin are acquainted with the community and can help you to find addresses and to make necessary contacts.

9. As soon as classes begin, you will have the opportunity of meeting the other Fellows. At this time you might wish to make arrangements for several of you to share an apartment.

10. When you arrive on campus, phone the Institute office, 333-6593, and let Mrs. Godwin or Mrs. Blenker know where you are staying and how you can be reached by phone. They will try and forward this information to others as more calls come into the office. Hopefully in this way you can soon become familiar with at least some of the other Fellows.

11. Our first meeting as a group will be on Monday morning at 9:00 A.M., February 9. The meeting will be held in Room 116 at 1102 College Court. Since I will have been in Mobile the previous week for the Institute there, the orientation meeting will be the first opportunity I will have to welcome you to the campus.

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

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Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

MEMORANDUM TO: EPDA Fellows

FROM: Eldonna L. Evertts, Director

REGARDING: Registration Information

1. Bring your Permit to Enter the University of Illinois with you when you come to Champaign-Urbana. This is a very important paper and will definitely be needed at the time of registration.

2. Registration procedures for those attending the Fellowship Program directed by Eldonna L. Evertts are tailored to meet this particular program and will not follow the customary sequencing. Therefore bring these directions with you and follow each in the order listed.

3. Basic procedure to follow when registering:

 a. Go to Dr. Moore's office and pick up your No. 2 card.

 b. Go to the upper gym in the English Building and get your registration packet.

 c. Go to Huff Gym and pick up your class cards.

 d. Go to the Armory for the final checking of fees.

4. One of the very first things to do upon your arrival on campus is to go to Dr. Walter Moore's office and complete your No. 2 Card. (Office: 309 Education Building, phone 333-1832). This card will previously have been signed by the director and will list the two required courses. You should indicate to Dr. Moore the fourth course you wish to take. After 2:30 on Wednesday he will not be rushed and he will have time then to talk with you about your selection for a fourth class. He will add this to your card and also sign the card. You will then take this card with you to the English Building to initiate registration procedures. Be sure to fill out the back side of your No. 2 card.

5. Any changes you wish to make after getting your No. 2 Card in the courses you will take, must also be approved and signed by Dr. Moore. If you sign up for a course and later find when you get to Huff Gym that the class is filled, you must again return to Dr. Moore to sign another card granting permission for you

to substitute a course. Consequently you should check carefully with Dr. Moore when you first pick up your No. 2 Card. He will have a revised and amended list of classes that are filled or new classes as given at the opening of registration, but even then some classes may be filled by the time you pick up your class cards.

6. You will receive your individual registration packet in the upper gym in the English Building. Inside the packet you will find an informational sheet which will tell you what to do next as well as other pertinent information regarding registration.

7. Your tuition fees have been waived by the University of Illinois (both in state and out-of-state situations) since you are attending as a member of this Fellowship Program. Before you arrive on campus, the director will have made the necessary arrangements for the fee waiver and information to this fact should be in your registration packet obtained in the English Building. If you have any undue difficulty (but really you should have no problems), phone Mrs. Vivian Wood at 333-4381.

8. The Director has made arrangements that your HMS fees (hospital, medical, and surgical) and your Service fees, totaling $58.00, to be paid by the Project or by other departments within the University. Fellows will <u>not</u> pay these fees. This has already been cleared by the Director in the Grant's Office with Mrs. Elaine Wells, 333-4880.

9. Study the graduate catalog before coming on campus and note the general requirements of the University of Illinois for the various programs.

10. If you plan to transfer your credits earned at the University of Illinois to another institution, contact your advisor at that institution for course recommendations and other suggestions.

11. Fellows will be taking four units of work. This is a full load and Fellows will not be permitted to accept outside employment or to take additional classes. The Fellowship includes regular classes, discussion seminars, conferences, lecture series.

12. The Tuesday and Thursday afternoon seminar, El. Ed. 449, will provide for attending special programs under the auspices of the College of Education, the Fellowship Lecture Series, and visitations directed by Dr. Lamendella and Dr. Evertts. It will also provide an opportunity for Independent Study.

13. The three required courses for the Fellowship have been scheduled as follows:

El. Ed. 459-I (Psycholinguistics)
Monday, 10:00-12:00
Dr. John Lamendella
Call number: 76301

El. Ed. 433-AI (Research & Methods of teaching)
Wednesday, 10:00-12:00
Dr. Eldonna Evertts
Call number: 87310

El. Ed. 449 (Independent Study)
Tuesday, Thursday, 1:00-3:00
Dr. Eldonna Evertts
Call number: 27371

14. Select several courses you would like to take for your fourth class. You can check the Time Table and decide which one you prefer. If that course is closed to further enrollment, you can select another of your choices. Bring your copy of the Time Table with you to the campus.

15. In the Time Table you will note the hours you register are designated alphabetically. Try to register at that time, if possible, but you may register anytime after that until noon on Saturday.

16. You can begin planning your No. 2 Card now by using the blue card enclosed with this memorandum. List the classes given in Item #12 plus several classes you would like for your fourth course. See the reverse side of the Program Worksheet for directions. Take this card with you when you go to Dr. Moore's office. (Room 309 Education).

17. If you bring a car to the campus, you will need to fill out special forms during registration. Inquiries regarding parking and driving on campus should be sent to the University of Illinois, Office of Motor Vehicle Registration, 101 North Mathews, Urbana, Illinois, 61801.

18. Because the registration dates conflict with the dates of the Mobile Institute, none of the Fellows will be able to attend the Institute in Alabama.

19. You will register as a non-degree student. Those desiring to transfer to a degree status in education, English, or another department may do so after the rush of registration and organization of classes.

20. If you have any problems with the procedure for registration, contact Miss Katie Hamrick in Elementary Education Department, College of Education, Room 306.

21. If you have any difficulty during registration and need a contact person on campus, contact Dr. Walter Moore (office phone,333-1832; home phone, 367-7687).

Enclosure: Program Wooksheet

OFFICE CHECKLIST

GENERAL INFORMATION--FELLOWS

Name _____

Title of Position _____

Present Employer _____

Recommended by _____

Home Address _____

State _____

Social Security Number _____

Number of Dependents _____

Local Address _____

Forms:	Mailed	Received
Invitational Letter	_____	
Information Form	_____	
Card Returned	_____	_____
USOE 7211 Application for Admission	_____	_____
Supplementary Questionnaire	_____	_____
Graduate Application for Admission or Readmission	_____	_____
Application for Stipend	_____	_____
OE Form 7214	_____	_____
Acceptance Letter	_____	

	Mailed	Received
Registration Procedures	_____	
Registration Forms	_____	_____
Graduate Calencar	_____	
Map of Campus	_____	
Transfer of Credits		_____
Transfer to Graduate Office	_____	

Housing

WORK SHEET

Fellowship Stipend and Dependency Allowance

Name: _____

Stipend: _____

Dependency _____

Total allowed: _____

Total divided by 4.5: _____

Monthly basis: _____

Monthly basis x 4: _____

Last payment: _____

Total of last two items _____

Payment dates:

For February--to be paid February 25 _____

For March-----to be paid March 25 _____

For April-----to be paid April 29 _____

For May-------to be paid May 27 _____

For June------to be paid June 9 _____

Grand Total _____

FELLOWSHIP INFORMATION FOR STIPENDS

Federal Income Tax

A participant whose status in a "Part C" or "Part D" project is that of a degree candidate may exclude the full amount of stipend and dependency allowances received from his gross taxable income for Federal personal income tax purposes. A non-degree candidate may exclude a maximum of $300 per month and must include in his gross taxable income the amount by which the total stipend and dependency allowances received exceeds the total allowable exclusion.
The above-stated policy is set forth in Revenue Ruling No. 53-498, published in Internal Revenue Bulletin No. 1958-41, dated October 13, 1958. This Bulletin is on file in all Internal Revenue Service District Offices and local field offices.

This Federal tax information may be made available to project participants, but with the caveat that it in no way relieves them of the responsibility of seeking a definitive interpretation of their own tax liability from their District Internal Revenue Offices.

Eligibility for Dependency Allowance

For purposes of receiving dependency allowances for which he or she otherwise is eligible, a participant may claim as dependents those persons for whom, as of the date of execution of the dependency allowance application or subsequent amendment thereof, the applicant is entitled to a deduction for separate or joint Federal income tax purposes; except that no person may be claimed as a dependent who is receiving a stipend or any other payment under any program of Federal educational assistance, other than loans or payments in connection with a work-study program.

Change in Number of Dependents

The Project Director must inform all participants of their responsibility for notifying him promptly of all increases and decreases in their respective numbers of claimable dependents. Upon receipt of each such notice, the Project Director must assure that the reporting participant thereupon executes a revised Application for Stipend form, and that the revised application is made a part of the permanent records of the project. In the case of a claimed increase in number of dependents, a photostatic copy of the marriage or birth certificate, a notarized sworn statement by the claimant, and/or other documentary evidence acceptable to the Project Director and the grantee's Fiscal Officer must be submitted with the revised Application for Stipend.

Adjustments in the amount of allowance payable to a participant whose number of dependents increases or decreases shall be effective as of the date when the change occurs, and the amount of the adjustment shall be reflected in the next regularly scheduled payment to the participant concerned.

FELLOWSHIP

Name: _____

Campus Address: _____

Local Phone: _____

Automobile: _____Yes _____No

Family members with you in Champaign:

Husband _____

Wife _____

Number of Children _____ Ages _____

Major areas of interest for this fellowship:

(Grade levels, subject areas, curriculum concerns,

type of student, job responsibilities, etc.)

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

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Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

May 20, 1970

MEMORANDUM TO: Fellows

FROM: Eldonna L. Evertts, Director

REGARDING: Announcements of Completion of Fellowship Program

A letter will be sent from the Fellowship office describing the various aspects of the Fellowship Program: New York Institute, Consultant speakers, Fellowship courses, Elected fourth class, Practical papers, Linguistic paper, etc. Credits earned will also be explained.

Please indicate the person/s you would like to have this letter mailed. Give full name and mailing address. You may wish to consider your superintendent, principal, regional supervisor, state supervisor, department chairman, etc.

The letters will be typed at NCTE so that each person you designate will get an original letter. Therefore, the names and addresses of persons who should be sent this letter should be submitted to the Fellowship office not later than June 1.

Complete the following information and return this form to the Institute office.

Your name: _____

Send letters to:

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

BERNARD F. HAAKE
ASSISTANT COMMISSIONER FOR
INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

CURRICULUM DEVELOPMENT CENTER
WILLIAM E. YOUNG, DIRECTOR

BUREAU OF
ELEMENTARY CURRICULUM DEVELOPMENT
ROBERT H. JOHNSTONE, CHIEF

518: 474-5892

ASSOCIATES
DOROTHY M. FOLEY PETER A. MARTIN
JAMES A. HOWARTH HOWARD O. YATES
JOHN P. MADISON

518: 474-5893

May 27, 1969

Dr. Eldonna Everttts
Director - EPDA Institute and
Fellowship Program
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Everttts:

The enclosed form needs your signature before it can be processed. If other arrangements are being made for fellowship housing or if this application is in error please notify me and I will start again.

Thank you for your time and effort on my behalf.

Sincerely,

John P. Madison

John P. Madison

JPM:im
Enc.

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

November 13, 1969

Mr. Franklin J. Quitugua
Director of Education
Government of Guam
Agana, Guam 96910

Dear Mr. Quitugua:

We are pleased that Mrs. Carmen Blas, Remedial Reading Consultant, will attend the Fellowship Program at the University of Illinois.

Detailed information concerning the program has been sent to Mrs. Blas. Included in the package are a number of forms which need to be completed and returned. She will be receiving additional forms from time to time regarding her admission to the University of Illinois.

Mrs. Blas was with us for the institute in Sturbridge, Massachusetts and we are pleased that she will also be with us for the Fellowship.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE:rhg

November 18, 1969

Dr. Eldonna L. Evertts
Institute and Fellowship, Program
for State Supervisors of English
and Reading
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

I have received your letter stating that I have been invited to attend the EPDA Institute for State Supervisors to be held at the University of Illinois during the coming academic semester, and I am certainly looking forward to this valuable experience. Enclosed you will find my application forms which I hope are in order.

As I am leaving a family and much preparation is needed for this, I would like to inquire about the dates of Spring holidays or any other holidays during the semester.

I would also like to know if any course is available at the University pertaining to transformational grammar, which I may elect as a third course in my study.

I will be looking forward to hearing from you and attending the University.

Sincerely,

Mrs. Betty L. Rockett

Mrs. Betty L. Rockett
402 Donehoo St.
Statesboro, Georgia 30458

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

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University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

December 5, 1969

Mrs. Mary K. Whittemore
609 Johnson Drive
Cleveland, Mississippi 38732

Dear Mary Whittemore:

Along with this letter I am sending you a copy of the Graduate Application for Admission or Re-admission for the University of Illinois. This form should be completed and returned to this office as soon as possible. This should be mailed directly to me rather than the Admissions Office because you will be attending the University as a fellow.

I will forward your application to the appropriate person for approval by the Office of the Dean of the Graduate College. Note that official transcripts are required. Also, the first choice of Item #19 should be checked.

Following this you will receive in the mail a Permit to Enter the University. You must submit this Permit when you register after coming to the campus. So please remember to bring it with you when you come to Champaign.

Later I will send you full information regarding registration procedures.

It is important that at the present time you should fill out the enclosed form, Graduate Application for Admission or Re-admission to the University of Illinois. Mail this form directly to me as soon as possible. Your permit will then be mailed directly to you.

Sincerely yours,

Dr. Eldonna L. Everttts
Director

ELE ib
Enclosure

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

BERNARD F. HAAKE
ASSISTANT COMMISSIONER FOR
INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

CURRICULUM DEVELOPMENT CENTER
WILLIAM E. YOUNG, DIRECTOR

BUREAU OF
ELEMENTARY CURRICULUM DEVELOPMENT
ROBERT H. JOHNSTONE, CHIEF
518: 474-5892

ASSOCIATES
DOROTHY M. FOLEY
JAMES A. HOWARTH
PETER A. MARTIN
HOWARD O. YATES
JOHN P. MADISON
518: 474-5893

December 9, 1969

Dr. Eldonna L. Evertts
University of Illinois
57 East Armory Street
Champaign, Illinois

Dear Dr. Evertts:

I have just received your latest correspondence and will return it as soon as possible.

After receiving and reading the bulletin from the Graduate College of The University of Illinois, I have decided to apply for admission to The College of Education. If accepted, I should like to begin in June, 1970. I am primarily interested in the program in Elementary Education and would like your advice about what to do in terms of admission, and financial aid. I have already sent for applications and further information, but this method of securing realistic information upon which to make definite plans and commitments is, at the most, rather confusing.

If you have any suggestions or advice about the proper people to call or write, I would be grateful.

Thank you.

Sincerely,

John P. Madison

John P. Madison

Dec. 28, 1969

Dr. Eldonna Evertts
EPDA Inst. for State Supervisors
of English and Reading
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Now that I shall be leaving sunny Hawaii for not-so-sunny Illinois, many little details must be ironed out, as you can imagine. It would help me a great deal if there were a place to which I could forward some of my things. Does such a place exist? If so, I would appreciate hearing from you at your earliest convenience so that I may begin mailing. No doubt I shall beat some of my mail there, but at least it would mean less luggage on the plane.

I have also sent for copies of the News Gazette and the Courier from Champaign-Urbana so that I may get some idea of the housing and transportation situation there, but I would appreciate -- insofar as it is possible -- your keeping an eye out for a furnished one-bedroom apartment or studio for me. Please do not, however, go out of your way at all, for I shall be in Urbana in sufficient time to do some house-hunting. Many thanks for whatever help you can give me.

Sincerely yours,

Duane Yee

1536 West Browning Ave.
Fresno, California
December 30, 1969

Dr. Eldonna L. Evertts
EPDA Institute and Fellowship Program
for State Supervisors of English and
Reading
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts;

I have received a letter from George Nemetz regarding the fellowship program at the University of Illinois. He has included a copy of your letter to him in which you express an interest in the members of the California English Teacher Specialist program he has developed here. George feels that some of us from the cadre would be interested in and able to avail themselves of the opportunities the fellowship will offer.

I spoke with George by telephone immediately upon receipt of his letter as I am in a position to consider the fellowship and apply for admittance to the program. He has encouraged me to contact you for the necessary application forms and further information regarding the program.

As you know, the area you will be exploring is especially pertinent to California's educational needs. My personal experience here in the San Joaquin Valley makes the program especially valuable to me and my school district.

I feel that I have the background and experience you are considering; however the application will explore that more thoroughly. I am anxious to apply.

Sincerely,
Mrs. Mary B. Pearson
Mrs. Mary B. Pearson

January 6, 1970
P.O. Box 230
Elk Grove, CA 95624

Dr. Eldonna L. Evertts
EPDA Institute and Fellowship Program
for State Supervisors of English and
Reading
1102 College Court
Urbana , Illinois 61801

Dear Dr. Evertts:

As one of California's English Teacher Specialists, I have received some general information about the Fellowship Program to be offered by the University of Illinois during the second semester, 1969-70, from George Nemetz, our State Consultant in English. I should like to receive further information, including necessary registration and application materials, from you.

Thank you for your assistance with this. I look forward to hearing from you.

Sincerely,
Will Penna
Will Penna, chairman
English department
Elk Grove Senior High School

EPDA INSTITUTE and FELLOWSHIP PROGRAM
FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

January 15, 1970

Mr. Duane Yee
3162 Alika Avenue
Honolulu, Hawaii 96817

Dear Duane Yee:

In checking your folder I note that I am unable to complete your registration because I do not have an official transcript from the University of Hawaii. I have received the transcript from Williams College and from Brown University. However, I have not received a transcript from the University of Hawaii. Therefore, I suggest that you contact the University and request that they send a second official transcript directly to me.

Please note that these transcripts should be mailed to me at 1102 College Court and not to the University Registrar. This is necessary because I must then write a recommendation and send it to the Registrar since you will be attending as a Fellow in the Institute.

It is not possible to issue a Permit to Enter the University of Illinois until this transcript is received in our office.

This should not be interpreted to mean that there is any difficulty with your attending the Fellowship Program. There is a definite place for you and we are expecting you to be with us. However, this transcript must be received before we can complete the details necessary for you to register when you arrive.

All is well, and we look forward to seeing you.

This letter is written in explanation of the telegram which I sent you earlier this morning.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE ib

UNIVERSITY OF ILLINOIS

307 Education Building
January 15, 1970

Dr. Eldonna L. Evertts
399 Education Building

Dear Eldonna:

Thank you for your letter of January 14 indicating Mrs. Whittemore's interest in some reading courses. El. Ed. 438 is not being offered the Spring semester but I do plan to teach it during the Summer session. El. Ed. 432 is being offered the Spring Semester and Dr. Koenke is scheduled to teach it. It will be offered again during the Summer session if we find an appropriate instructor who can handle it. My plans do not include my teaching the course again until the Fall of 1970.

These are the plans that are scheduled as of this moment. As you know, changes do take place rather suddenly; however, I doubt that there will be any marked change in the description I have just given you. I would be pleased to discuss this further with you or Mrs. Whittemore if I can be of any help.

Sincerely yours,

Bill

William R. Powell
Professor and Director
Center for Reading Research
and Instruction

WRP:ps

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

January 23, 1970

Mrs. Betty L. Rockett
402 Donehoo
Statesboro, Georgia 30458

Dear Betty Rockett;

The various memoranda from our office and my previous letter have probably answered some of your questions, but since you had several specific questions, I shall try and answer them even at the risk of repeating a few.

Fellows in the program for state supervisors will register in the designated alphabetical order as stated in the Time Table. However, you may register anytime after that until noon on Saturday. There would be a late registration fee should you plan to do so after noon on Saturday.

The required courses will be offered Monday and Wednesday from 10:00 to 12:00 a.m. Tuesday and Thursday afternoons should be kept open for special seminars for which you will receive credit.

The examination schedule for classes is given in the Time Table.

You will be interested in knowing that at least one other fellow will be staying at Sherman Hall.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE ib

GEORGIA SOUTHERN COLLEGE
STATESBORO, GEORGIA

DIVISION OF LANGUAGE

June 9, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
For State Supervisors of English and
Reading
University of Illinois
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for your letter of June 3, in which you informed me of Betty L. Rockett's completion of the Fellowship program for state supervisors, department chairmen of English, and teachers of English or reading held at the University of Illinois during the second semester 1969-1970. I am confident that Mrs. Rockett is greatly enriched by the experience which she gathered during her stay with you and will return to her duties here prepared to render advanced services.

Sincerely yours,

Fielding D. Russell

Fielding D. Russell
Chairman

FDR/k

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES

June 17, 1970

Dr. Eldonna L. Evertts
Director
EPDA Institute and Fellowship Program
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for your letter of June 3 and for making it possible for Betty Rockett to have the wonderful opportunity of attending the EPDA Institute and Fellowship Program for State Supervisors of English and Reading. (I wish I could have attended!)

I am sure Mrs. Rockett will use the knowledge and understandings she gained to improve English instruction in Georgia. Sometimes, when one is new in English supervision and in the NEW WORLD of English, one is overwhelmed at the wonder of it all. However, as time moves on, one begins to know the wonder and to use the knowledge and understandings to help all teachers of English to know the wonder. I'm sure this will happen to Betty.

Thank you for helping Georgia and me in our constant efforts to improve the WORLD of English for every boy, girl, and teacher in my state.

Sincerely,

(Mrs.) Juanita N. Abernathy
English and Reading Coordinator

JNA:fc

cc: Mrs. Betty Rockett
Mr. Charles Coleman

DIRECTORY OF FELLOWS

Pre-Fellowship (Home address and position)	Post-Fellowship (Home address and position)
Ellsworth A. Berget 4427 Christopherson Drive Granger, Utah 84120 Head of Reading Program Kearns High School Granite School District	Ellsworth A. Berget c/o Dr. Harold Huber Reading Clinic Syracuse University Doctoral Candidate Reading and Language Arts Syracuse University
Donald G. Black E. 951 37th Avenue Spokane, Washington 99203 Acting Journalism Consultant Spokane School District 81	Donald G. Black same same
Carmen C. Blas P. O. Box 993 Agana, Guam 96910 School Program Reading Consultant Department of Education Government of Guam	Carmen C. Blas same same
Douglas G. Bonzo P. O. Box 315 Cedar City, Utah 84720 Chairman, English Department Cedar City High School	Douglas G. Bonzo same same

Robert A. Davenport 415 Walnut Avenue Santa Cruz, California 95060 Teacher of English Santa Cruz City Schools	Robert A. Davenport same Chairman, English Department Santa Cruz High School Part time Instructor in English Cabrillo Junior College
Sandra E. Gibbs 2124 Cross Street Little Rock, Arkansas 72206 English Teacher Little Rock Public School System	Sandra E. Gibbs Sherman Hall University of Illinois Graduate Student University of Illinois Teaching Assistant Department of English
Maureen Hickey 420 Cleveland Road Linthicum, Maryland 21090 Teacher of English Board of Education, Anne Arundel County	Maureen Hickey same same
Sharon Hiett 206 Helmwood Drive Elizabethtown, Kentucky 42701 Teacher, English and Spanish Hardin County Board of Education	Sharon Hiett same same
Edgar H. Jett 409 Crisman Street Chattanooga, Tennessee 37415 Teacher of English Hamilton County Department of Education	Edgar H. Jett 3501 Dayton Blvd., Apt. A-13 Chattanooga, Tennessee 37415 same

Irene LePage 306 Holiday Park Dr., Apt. 286 Champaign, Illinois 61820 Teacher	Irene LePage c/o Capt. David A. LePage 315421944 FV Box 41, APO New York 09069 Teacher
John P. Madison R.D. #5 Troy, New York 12180 Associate in Elementary Curriculum Development Department of Public Instruction	John P. Madison 2071-C Orchard Street Urbana, Illinois 61901 Doctoral Candidate Elementary Education University of Illinois
Mary B. Pearson 1536 W. Browning Fresno, California 93705 English Teaching Specialist Madera Unified School District	Mary B. Pearson same same
William L. Penna P. O. Box 230 Elk Grove, California 95624 Chairman, English Department Elk Grove Senior High School	William L. Penna 9 Arch Street Larkspur, California 94939 same
Betty L. Rockett 402 Donehoo Street Statesboro, Georgia 30458 Language Arts Consultant Bulloch County Board of Education	Betty L. Rockett same same

Mary K. Whittemore 609 Johnson Drive Cleveland, Mississippi 38732	Mary K. Whittemore same
Assistant Professor of Education Delta State College	same
Duane S. T. Yee 3162 Alika Avenue Honolulu, Hawaii 96817	Duane S. T. Yee same
Supervisor, Grades 506 Punahou School	same

DIRECTORY OF FELLOWSHIP LECTURERS

Mr. Richard Adler
Assistant to Executive Secretary
National Council of Teachers of English
Champaign, Illinois

Dr. Muriel Crosby
Superintendent of Schools
Wilmington, Delaware

Mr. Siegfried Engelmann
Senior Educational Specialist
University of Illinois
Champaign-Urbana, Illinois

Dr. LaVelle Fortenberry
Assistant Professor of Elementary Education
Indiana University at Kokomo

Mr. Robert F. Hogan
Executive Secretary
National Council of Teachers of English
Champaign, Illinois

Dr. Kenneth R. Johnson
Assistant Professor of Education
Chicago Circle Campus
University of Illinois at Chicago

Dr. William Labov
Professor, Department of Linguistics
Columbia University
New York, New York

Mr. James Lyon
Treasurer
National Council of Teachers of English
Champaign, Illinois

Dr. Theodore Manolakes
Professor of Education
Chairman, Department of Elementary Education
University of Illinois

Dr. Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
Lincoln, Nebraska

Mr. Bernard O'Donnell
Director NCTE/ERIC
National Council of Teachers of English
Champaign, Illinois

Mrs. Shizuko Ouchi
Program Specialist, Language Arts
Honolulu, Hawaii

Mrs. Nancy Prichard
Assistant Executive Secretary
National Council of Teachers of English
Champaign, Illinois

Mr. Jack K. Robertson
English Reading Consultant
Title III, NDEA
Springfield, Illinois

Mr. William Scannell
Curriculum Materials Associate
National Council of Teachers of English
Champaign, Illinois

Dr. Robert E. Shafer
Professor, Department of English
Arizona State University
Tempe, Arizona

Mrs. Zola Sullivan
Specialist, Language Arts
Coordinator, Title II
Washington School
Champaign, Illinois

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CONCLUSIONS

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CONCLUSIONS

Introductory Statement

This section comprises separate conclusions for the Institutes held in Lansing, Phoenix, Mobile, New York City, and the Fellowship Program at the University of Illinois, and composite conclusions for the Institutes as a whole. These conclusions are based upon the evaluation forms submitted by participants and upon conversations and remarks by participants, speakers, staff members and others with the director. They also reflect the objective evaluative statements submitted by outside evaluators. It should be stressed that conclusions in this report reflect the interpretations by the director of these statements. The reader should recognize the limitations of the following summaries.

CONCLUSIONS

The Lansing Institute

The section on the Operation of the Program for the Lansing Institute has presented rather thoroughly the opinions and thinking of the participants and staff. For that reason the writer wishes to make clear that the conclusions herein are chiefly hers alone. In terms of the objectives for the Lansing program, the following conclusions seem warranted:

The course instructor, Ralph Robinett, made much use of the materials prepared for the migrant children of Michigan and funded federally. Each participant was given complimentary materials enabling him to follow the lectures and ideas contained in the materials, thus making the class hours more interesting. Many practical suggestions characterized the morning sessions.

The topics discussed by the course lecturer were new to many participants. They found role-playing techniques helpful for understanding how English can be taught as a second language.

The members of the Michigan State Department who arranged the school visitations were well organized and concrete in their planning. Their presentation of an outline for evaluation, the orientation for understanding the schools to be visited, and an analysis of the school problems were excellent.

Although pre-school and kindergarten classes were the primary concern of the school visits, the secondary participants gained first-hand knowledge of how to proceed with the youngsters at any age who needed English as a second language.

The Tuesday visitations were some distance from Lansing. This gave those who were visiting Lansing for the first time an opportunity to see Michigan in all its fall colors.

The participants attended sessions faithfully and certainly showed an interest in knowing more about the migrant problem.

The panel discussion by lay persons was a very heated one. They thought they were talking to superintendents of school systems rather than state superintendents of English and reading. Obviously the minority groups share problems in common.

The media machinery caused some difficulty one afternoon but the male participants soon had it under control.

The presentations by the visiting speakers gave much variety to the program. The speakers on a number of occasions joined the participants for dinner and informal after-dinner discussions.

Those attending the institute with cars drove the others around the Michigan University campus.

Several participants found it helpful to visit the University of Michigan and see an innovative program in operation after hearing the experiment described by one of the speakers.

The membership for this institute was small. However, this enabled the group to remain together for many informal sessions. Lunch and evening meals were group activities which most participants attended.

Some of the participants knew each other from the institutes last year. Much time was spent talking about reactions to speakers last year and what had been done in the meantime within the respective states.

The birthday of one of the state supervisors was the occasion for fun and relaxation.

The dining facilities at the hotel and the choice of pleasant eating places in downtown Lansing within walking distance of the hotel made the Jack Tar Hotel a desirable location for this type of institute.

At each institute a member of the staff should check the hotel facilities prior to each session: temperature, arrangement of furniture, fresh drinking water, audio-visual set-up, etc.

Practicum Sessions were given to planning a series of EPDA conferences for next year to visit England and observe the educational programs as described in the Plowden Report and discussed at the Dartmouth Seminar. The state supervisors discussed the visit to England and the conferences in this country with animation. All wished to be kept informed of this projected undertaking even though the prospect of funding of all programs by the USOE was discouraging.

CONCLUSIONS

The Phoenix Institute

The questionnaire data supplied during this Institute have given rather fully the opinions and thinking of the participants and staff. Now the writer wishes to make clear that the conclusions herein are chiefly hers alone. Such conclusions are based upon observation of and conversations with participants, staff, and instructor. Private conversations with these persons has helped also in making her decisions. These conclusions, then, seem warranted:

The course instructor, David DeCamp, certainly appealed to the participants. He talked informally, added humor, and invited questions and comments by the participants. He spent the entire time, not only his teaching schedule, with the Institute and assisted in its smooth operation.

A successful institute conducted away from the Director's home campus, depends heavily upon a strong local director to offer recommendations and check on local arrangements. For the Phoenix Institute, special credit should be given to Robert Shafer for his advance planning.

The housing facilities at the Ramada Inn were excellent. Free limousine airport service was appreciated.

Arrangements were made by the local director for the participants to attend the "Messiah" given at the University of Arizona, Tempe, on Sunday evening.

Dr. Shafer's plan of using his graduate students to assist with the media and at registration was a "first" for this Institute. These young teachers working toward an advanced degree were delightful and so willing. For most, it was their first professional meeting and they were thrilled.

Essential to a smooth, harmonious Institute is an opportunity for the staff to have breakfast together. At this time, the events for the coming day can be reviewed and necessary changes made. However, the fewer the changed in the printed program, the better the participants like it.

The coordinator for the school visitation, Martha Davis, prepared slikes and tape recordings to orientate the participants to the types of school programs they would observe on the school visitations.

Meeting of the drivers for the cars to be used in the school visitation with the director on Friday afternoon preceding the institute was helpful. The drivers, graduate students, learned the purpose of the school visitations and what their individual responsibilities would be.

Participants expressed appreciation for the opportunity to visit schools for Indians, to observe special remedial classes in session, and to see innovative class scheduling.

The school visitations were a fine experience not only for the out-of-staters but the Arizonans related that they had no opportunities previously for such visitations and truly appreciated the privilege.

The panel of community representatives offered points-of-view not usually heard by state supervisors. The panel members stated their case quietly but with some bitterness. The discussion of points presented during the program were continued in small groups after the close of the meeting.

Attendance was excellent, the meetings started promptly, and the participants were there.

"Well-balanced" was the comment given by many of the participants concerning the program and other arrangements.

Every lecturer and the instructor were praised by the participants who deeply appreciated the pracicality of what they learned.

At this institute--in comparison with other institutes--the best discussion, the most active question and answer periods, and the give-and-take of differing points of view were apparent. Uninhibited was the word to describe the participants.

Especially liked were the sessions in which state supervisors described their own state programs or reported on articles or books they had studied prior to the institute,

The fact that the Arizonans with cars were so generous in taking participants where they wanted to go--out for meals, to visit shopping centers, to go sight seeing, and in one instance even loaning a car to participants--made everyone aware of Western hospitality.

At this institute only half the participants were supervisors of English and reading from Departments. The others were city supervisors or other educators recommended by the state departments. The reasons for this

fact were summed up thusly by one of the supervisors:

> "Money--if institutes ever re-appear (as I avidly hope they do) I hope the financial structure permits full funding for participants--travel, meals, lodging--rather than the limited stipend now used."

Correspondence and remarks by state supervisors indicating why they could not attend the institute included: budgetary cuts by the state departments, administrators are unaware of the significance of these institutes, attendance at the NCTE National Convention in Washington, D.C. exhausted my travel allotment, time not allowed for attendance at out-of-state meetings, demands of my position do not permit me to leave the state."

A discussion of the types of future institutes which state supervisors would like or features of an institute which they especially would like to see continued brought forth the following comments:

> "Institutes to treat the implementing of changes and trends we have discussed. How to get to teachers, legislators, upper level administrators to support needed change."

"Longer school visitations and in-depth discussion."

"A focus on humanity courses--with opportunity to visit or hear teachers who are taking innovative approaches to the teaching of humanities."

"More institutes like we have had."

"Let's keep the state supervisors working together in any way possible!"

"Invite administrators."

"Curriculum design--writing materials for ethnic groups or adapting materials for them."

"Anything that you can arrange."

"I would be pleased and well satisfied to be a part of a continuation of this kind."

"Reading for the non-native English speakers."

"At least one meeting of ASKARS other than the time of NCTE and IRA."

"Literacy institutes for state personnel geared to the charge recently given us by Commissioner Allen, including within their range some intensive work in adult literacy, bi-lingual literacy, K-12 literacy."

"Urban institutes--for state personnel concerned with urban problems, ranging from innovation in existing structures to experimental schools. Obviously I still believe very strongly that education will not visibly improve until educational agencies improve (including schools of education)."

CONCLUSIONS

The Mobile Institute

Again, as Director, may I iterate that these conclusions are mine based on observations of and conversations with the participants. The following conclusions are prepared for the Mobile Institute:

The Mobile Institute was the epitome of Southern hospitality. The beauty of the South was certainly apparent in the many bouquets of camellias of all shades and sizes which were given to all participants and which decorated the table for the opening reception on Sunday evening.

The course instructor, Roger Shuy, was most gracious of his time and his instruction was pertinent to the work at hand. He, too, participated in the school visitations and gave an excellent report on the dialects he observed.

The local chairman, James Turnipseed, attended a number of the previous institutes and was well-acquainted with the general format and the variations of arrangements for a specific institute. Much pre-planning for the Mobile Institute had been done during previous institutes.

This institute involved many school administrators and school districts in the various sessions which formed the program. On one occasion the entire institute was bussed to the Materials Center of a school district for a special session.

The major problem was the last minute change of school visitations. The United States Supreme Court ruling with regard to integration made some readjusting in the Mobile city schools mandatory, hence institute visitations which had previously been scheduled were cancelled. Fortunately, the director, the practicum director, and the local chairman were able to arrange other visitations though these schools were some distance away. It necessitated much telephoning, arranging of time schedules with the schools and for the groups, assigning cars and drivers, making road maps and other directions. Indeed, the director must get to an institute a day or two in advance of the scheduled meeting to iron out any problems that may arise.

Special recognition should be given to Nelle Hause of the Alabama State Department of Instruction for her assistance in the rescheduling of the school visitations.

The school visitations were in areas some distance from Mobile. This gave visitors to Alabama an opportunity to see other areas of the state.

Some of the participants visited all Negro schools to learn first hand some of the problems in the deep South.

Both secondary and elementary schools were visited thus enabling participants some choice according to their special interests.

The speakers for the most part adhered closely to the topics at hand--dialect of the rural white, and black language.

The media helpers were outstanding, probably the best of any of the institutes. They were on time, machines were always set up, and everything was ready to go.

Participants gave splendid reports on the topics or publications they had been assigned prior to this institute by the practicum director.

Distribution at the beginning of the institute of selected dining places near the hotel is appreciated by the participants who are unfamiliar with the area.

The value of the staff eating together for breakfast is apparent for its contribution to the success of the Mobile Institute. Changes in the program can be arranged at this time. The nature of the course instruction for that day and the expected contributions of the various lecturers and consultants could be rearranged, if necessary, to fit into a complete instructional pattern.

In Mobile, Mardi Gras parades were features during the week. Those who arrived early for the institute or stayed later saw part of the festivities. The paraders marched past the hotel.

The appreciation of local supervisors and visitors who attended this institute was most sincere. They were delighted to have had the opportunity of being members of this prestigious group composed of many state supervisors.

Again, as at previous institutes, the major problem for the participants was securing the needed financial support and released time to attend professional conferences of this type. It is hoped that as state departments see the benefit of attending these meetings, more support will be given for similar activities.

CONCLUSIONS

The New York Institute

These conclusions constitute the honest opinions of the writer and are based upon observation, conversation, consultations with participants and fellows and staff, and written questionnaires:

New to this institute were the sixteen fellows who were cu rently attending the Fellowship Program at the University of Illinois.

Regretful was the failure of state supervisors to attend. There still exists lack of financial support and released time for attendance of state supervisors at these institutes.

The fellows received a stipend varying from $444.44 to $711.11 per month while participants received $75.00 plus $15.00 for each dependent for the week. All travel expenses were also paid for the fellows.

The range of understanding and knowledge possessed by the participants varied greatly. Some were attending their first institute; others were attending their sixth or seventh institute. Some were state supervisors while others were new to supervisory roles.

Dr. Albert H. Marckwardt, the course instructor, was always available for the participants. His lectures were outstanding and served as a key note for the visitations and the other speakers.

Through the efforts of the local director, Robert Lacampagne, the facilities of the newly redecorated New Yorker Hotel were available for the institute. Unusually low hotel rates were available--fourteen dollars for a single room.

Likewise, the participants were fortunate in having a number of good but not expensive eating places located near the hotel in addition to the reasonable restaurants located in the hotel.

Many of the participants (including fellows) elected to eat at more expensive dining places, to attend the theater, to visit Greenwich Village, to go sight-seeing, and to enjoy shopping in New York City.

Unfortunate was the fact that a few participants apparently disregarded the warnings to lock hotel room doors and watch purses and money. Three suffered monetary losses--monies stolen from two of the rooms and a pocket picked on the elevator.

The local director assisted in the arrangements for purchase of theater tickets for Tuesday evening for those who wished them.

The visitations in the schools was, again, a highlight of the institute. Several felt that one day was not enough for visitation.

Mr. Carlin and his associates compiled excellent plans for the visitations involving a variety of schools and programs ranging from a ghetto high school that some felt was run like a penal institution to John Dewey High School with its open doors, no hall monitors and unique freedoms.

Outstanding in the visitations was the enthusiasm exhibited by administrators and teachers in the schools.

In a sense, some of the teaching was more structured than in other schools throughout the country visited by the participants. A close adherence to the official course of study was followed in the schools. Fortunately, some of the teachers were creative and added valuable elements to the outlined procedures.

Several participants and fellows were disappointed that the Harlem Prep School was out on spring vacation. Mr. and Mrs. Edward Carpenter's explanations and films of the school, its students, and faculty, stirred many of the participants with a missionary zeal that probably will result in changes back home.

The evening panel composed of representatives from the community was comprised of lay personnel who were more placid, less vehement than at some of the institutes. The opinions were more varied and more individual. Parental relationships with the teachers, integration, and school needs were the focus here rather than minority culture and minority demands.

The speakers were diverse in their lectures. They had expertise in second language learning, dialect research, school administration, linguistics, and other areas. Each speaker met the need of some of the participants. Each contributed to the success of the institute as a whole.

The role of black drama was presented by a recognized black playwright, Clifford Mason.

The cooperation of the fellows in assisting with the tape recorder, the projectors, and the overheads made the institute media activities run smoothly.

Study packets were prized by the participants.

Group discussions were an important part of the institute. State supervisors described their current programs and other discussed issues of concern. More time could have been assigned to this activity.

The New York Institute program was one of the most difficult to complete prior to the institute. Several sessions needed to be changed at a late date because speakers had conflicts. Consequently, the final program was tight.

Again, the site of the institute was new to some of the supervisors and fellows. Arrangements were made for the fellows wishing to spend extra time in the New York area to do so.

The postal strike (the post office clearly visible from hotel windows) and the air controllers' strike caused some inconvenience. Some materials could not be delivered; several participants had difficulties in arranging flights home.

COMPOSITE CONCLUSIONS

The Institutes

The institutes this year under EPDA are a continuation of the institutes held under NDEA. The conclusions for the present series of institutes are reflective of those for the preceding year; they also illustrate the unique characteristics of the program for the present year.

Because most state supervisors cannot be in attendance at all institutes (often only one of them), it is advisable to hold the institutes in various sections of the country. In this way, each section has the benefit of at least some of the sessions. Similarly, this means making each institute fit the locale and prescribe for local as well as national needs.

Each institute is unique; each institute must be planned individually; each institute has been attended by a different population group. Therefore, evaluations, comments for change, etc. are often less valuable than if the same population could have attended several different institutes.

A program designed for a particular audience--state supervisors or fellows preparing for positions as state supervisors--can be adapted to a new audience only by great effort on the part of the director and staff. Time does not always permit such liberties.

The most difficult problem of the entire institute program has been the lack of support by state departments of instruction.

State supervisors are better informed on educational practice, trends, and new ideas as a result of attending these institutes than would otherwise be possible.

Many state supervisors and other supervisors have written and received approval of their own proposals based upon ideas gleaned from the institutes.

ASEARS has been strengthened by these institutes.

Released time for state supervisors, iron-clad rulings for out of state travel, lack of money for such travel, has handicapped supervisor attendance. The plan, then, of permitting state supervisors to recommend

departmental chairmen of English, college teachers of English methods to represent their states has kept the attendance at an even level.

Most guests to the institutes were aware of the purpose of the program and were pleased that they had the opportunity of attending. They recognized that their specific needs might be unique when compared with the state supervisor but that there was still much of value for them.

Those state supervisors who attended one or more institutes have developed many fine professional friendships with others engaged in similar work. Their competence for their own work has thereby been strengthened.

Many participants requested more free time for sight seeing, although they also said that only because of the rich and full program could they personally afford to spend time and money to attend.

The long dinner breaks gave some opportunity to visit with friends in the area or to see local points of interest.

The administrators at the University of Illinois with whom the Director worked directly on this project have been wonderfully cooperative and helpful.

The office space assigned to this project by the University of Illinois has been most satisfactory. Office equipment, audio visual material equipment, and other needs were quickly and graciously met by the University of Illinois.

It would be entirely logical for a director of this type of institute and fellowship program to spend full time in its planning, organization, and implementation. The work involved requires a first-hand knowledge of all aspects of the project at all times. Therefore, even many of the daily decisions cannot be delegated to others.

The Practicum Director offered services beyond that outlined in the proposal. Without this volunteered help, the Director could not have performed many of the essential, demanding duties of the institutes and the fellowship program.

The local chairman or director is a contributing factor to a smooth-running institute. A weak chairman increases the responsibilities of the staff sometimes to the degree of far too much attention and double checking of minor details--time that should be more widely spent on the more important aspects of an institute--consultation, building rapport, working more closely with the instructor and guest speakers.

Local chairmen were most helpful in identifying possible attractions and the means to make these available to participants. Some definite planning should be made to acquaint participants with the local points of interest. Tuesday evening was reserved in New York City for drama attendance. Many of the group saw Purlie; others attended other plays. An evening (Sunday) at the Messiah in Phoenix, and an evening at the Education Media Center in Baldwin County at Mobile were extra features for those institutes.

The course instructors at all the institutes were excellent. All were masters in the areas of dialect and English as a second language.

Media personnel and local directors are indispensible at the local level. In fact, the local director who is organized, creative, and plans carefully is a boon to developing a fine institute. Certainly such a director saves much time and energy for those directing the sessions.

Attendance at the institute meetings was good. The sessions began on time and ended promptly.

The hotel and motel accommodations were reasonable and comfortable. The managements were ever cooperative in providing the needed services. Room prices were economical even in New York City where one might expect higher prices.

The attendance of meetings at NCTE in Washington, D.C., and IRA at Anaheim by the director were most helpful and made it possible to recruit participants and fellows. These meetings offered a valuable means for the dissemination of information as well as to learn what various state supervisors were doing as a result of their work at the institutes.

The various forms of evaluation used throughout the project assisted the director in planning the remaining segments of the project, in the preparation of the final report, and these will also serve as valuable insights when planning future programs.

The objectives of this institute and fellowship program were realistic and the reports of activities from the various states indicate that they have been realized. The Appendices for the final report contain the evidence for this statement.

CONCLUSIONS

The Fellowship

Fellowships of this type are valuable.

Although the fellows came from various states and various regions of the United States, the rapport, understanding, and general attitude was positive and apparent.

Because the background of each of the participants was so varied there was an inter-action and exchange of ideas which proved to be very valuable.

The fellows elected to live in different places: University dorms or apartments, private apartments, trailers. Some shared accommodations with foreign students and found that to be a most valuable experience.

The fellows reported that they gained understanding, knowledge and a feeling for the many topics discussed which will enable them to return home and implement programs and to teach in their classrooms much more effectively than would have been possible without this experience.

A fellowship of this type makes it possible to bring in speakers and consultants that could not ordinarily be brought into an ordinary class. Fellows are thus able to have contact with outstanding educational leaders all over the country, not just with the professor in a given location.

The fellowship was housed in one building making study facilities available at all times. Special reference books and magazines and curriculum guides were placed in a readily accessible area.

A reading or study area for use only by the fellows is essential.

Ample text books, magazines, and curriculum materials were made available in the fellowship offices.

One strength of the fellowship was the library facilities. These included the graduate and undergraduate libraries on the University of Illinois campus, the special library on English and English education at NCTE, and the fellowship reference materials.

A classroom for instructional purposes was permanently assigned to the project. This proved to be helpful to the total program. Fellows could gather, visit, and study here whenever they wished.

The close proximity of the classroom, institute office, and staff offices made it possible for the students to exchange ideas and to communicate with each other as well as to have immediate access to the time of the course instructors.

Provision must be made for all required reading materials to be readily available. Fellows did not appreciate being required to purchase expensive books for one of the courses.

The fellows in this program voluntarily purchased many publications for their personal use.

Fellows preferred that instructors vary use of teaching techniques and media.

One negative feature of the fellowship was that all too frequently a few individuals monopolized the class discussion between themselves and the instructor. Specific efforts should be made by all staff members to increase awareness on the part of all class members to consistent over-talking.

All persons, especially the fellows, appreciated a good listener.

Frequent interviews or discussions of class work between fellows and the instructors were beneficial to all.

Pertinent bibliography to accompany class instruction were prepared. Additional bibliographies were distributed as needed.

Resource persons from the NCTE headquarters staff made valuable contributions to the fellowship.

Many members of NCTE visiting the headquarters in Champaign were most gracious and spoke to the fellows on issues of immediate concern and interest.

The contacts with individuals from various cultural and racial groups who were speakers at the fellowship and the institute has been indicated as valuable by the fellows.

The field trips gave an added dimension that would not normally be found in a regular course at a university.

Several of the participants visited schools in other districts of Illinois according to their individual special interests.

The Director obtained and distributed many valuable publications which had been secured from foundations and other sources. Because of the nature of this particular fellowship, materials not usually distributed without cost were offered on a complimentary basis.

Each fellow had scheduled and unscheduled conferences with the Director. One scheduled conference, for example, was an orientation session, another was on the evaluation of the major paper written by each fellow for the class taught by the Director. Fellows frequently stopped in the Director's office or phoned her at home.

Ample support from a divisified staff must be arranged for an institute of this kind. More administrative help needs to be provided for an intensive fellowship program. It is too much for a Director to assume full responsibility for all aspects of a full program, plus that of teaching.

There should be a full-time assistant director working directly with the fellowship to handle the many inter-personal as well as academic and conventional management concerns.

State supervisors, themselves, were, on the whole, less supportive of the fellowship program than had been expected. Four fellowships remained open because recommendations were not made or made too late for admission into the program.

It was helpful for the fellows as representatives from the various states to meet the state supervisors from those states during the New York Institute.

The exchanges of communication among state supervisors of English or reading and the Fellows at the time of the New York Institute were helpful. Previous to this meeting many of the fellows were unaware of the responsibilities of state supervisors.

The fellows were given the opportunity to plan their own arrival and departures for the New York Institute. Those who wished could have spent an extra week-end both before and after the institute. Several made arrangements to visit longer in New York, visit family nearby, or investigate possibilities for graduate studies.

Fellows continued to receive stipend support during the time of the New York Institute at the monthly rate of $444.44 for those with no dependents to a maximum of $711.11.

A definite statement was made before each institute and the fellowship program regarding attendance and the time the checks were to be distributed.

Absenteeism was at a minimum for the fellows.

There were no serious personnel problems during the fellowship.

A "Suggestion Box" was available for comments, gripes, or other concerns. It was used only once during the semester.

Social gatherings can be pleasant and add to the friendliness and well-being of the individuals and the entire group. The first party of the semester was a dinner at the home of the director. This was followed by other large get-to-gethers or small groups in the homes of some of the fellows or the course instructor. During the time of the riots on campus, the group met in the home of the director when guest speakers were in town.

The fact that some of the fellows were able to bring their own cars with them made it possible for other fellows to join them for excursions throughout the state.

The fellows developed a sincere appreciation for the experience of understanding each could bring to the discussions both in and out of class. Plans were made to visit each other in the future.

The fellows were committed to the program and although there were campus-wide disturbances of the actual student strike, there was no disruption of classes or other activities of the fellowship.

COMPOSITE EVALUATION

The evaluation of each institute and the fellowship program have been included in the Operation of the Program for that portion of the project. This Composite Evaluation indicates the impact the project has already had on the state supervisors. It can be expected that further results of the project will be noted in the future.

In response to the question, "If you attended one of our institutes last year, what projects, workshops or other activities did you set up based upon information or contacts you made during the institute/s," were these responses from state supervisors:

> "Drew on institute instruction at many curriculum conferences, etc. Had Dr. Shugrue to Ohio to address local supervisors and principals." (Verne Wootton, Ohio)
>
> "No direct projects, workshops, or other activities, but many of the tidbits of knowledge were used in teacher programs across my state." (Larry Tucker, North Carolina)
>
> "Local in-service workshops in transformational grammar. Served as consultant to special state workshops in setting up sequential programs and giving information on materials. System-wide workshops were set up in many areas. Training programs in newer trends in teaching English. Many speeches to groups interested in knowledge gained at the institute." (James Turnipseed, Alabama)
>
> "The format for planning institutes was helpful. The contacts made with staff and participants to know what is happening in other parts of the country was rewarding. Included a major section on language arts curriculum/new directions in state annual conference on education, which had 1,500 participants. Modeled sessions on pattern and concepts of the institutes. Conducted series of teacher in-service workshops in April-June for English/reading teachers." (John Kearney, Massachusetts)
>
> "Last year's institutes made me very much aware of directions in the English curriculum and of those

persons who could speak forcefully regarding these directions. As a result, Hans Guth spoke to Kentucky English teachers last spring and our fall meeting is focused on creative dramatics. In addition, we have requested a budgetary appropriation for the state-wide curriculum committee in English with the ultimate goal of providing a new framework very similar to the one described by George Nemetz. I am not too hopeful of receiving this money, but then there are still a few miracles." (Martha Ellison, Kentucky)

"That which I learned was reflected in the speeches I gave during the year and all in the planning of the in-service education program I presently coordinate." (George Nemetz, California)

"The format for planning institutes was helpful. The contacts made with staff and participants to know what is happening in other parts of the country was rewarding." (Nelle Hause, Alabama)

"I use the information, ideas, "people", constantly." (Jewel Bindrup, Utah)

"The notes I took at the institutes have been the basis for a workshop with principals and two with teachers." (Vola Hancock, Utah)

"Included many things that I learned there, in my workshops over the state." (Elizabeth Cook, Arizona)

"Will have (and past institutes have had) impact on federal programs I administer, particularly Title I, Headstart, Follow-Through, Migrant programs and bi-lingual programs. Ideas, resources, and occasionally resource people are gained from my attendance. I also use these institutes for subsequent in-service training with department personnel and, through them, in local districts." (John Kearney, Massachusetts)

"Curriculum developments--program development in oracy." (James Turnipseed, Alabama)

"I have used Sam Sebesta's and Alvina Burrows' ideas considerably." (Celestia Davis, Texas)

"I incorporated the Dartmouth materials and Harold Allen's lectures into several workshops for language arts teachers and supervisors." (Jerry Hickman, Texas)

"My annual conference of 1,500 public and non-public school administrators in Massachusetts and New England has been measurably affected by my two years at the institutes. Speakers, panels, and themes resulted from these institutes." (John Kearney, Massachusetts)

"I planned in-service sessions on "Teaching Reading in the Secondary School" for local English teachers--two sessions. A local school district began a study of an appropriate program for slow learners. With six curriculum study groups in my district, I shared my notes; also some administrators and college professors who expressed an interest in the institutes. I am teaching a fifteen-week course, as a result of my involvement at the institutes, titled Teaching English to the Disadvantaged Student. The University of South Carolina is giving credit for the course; the Desegregating Service Center is funding it, paying the teachers' tuition." (Betty Hodges, South Carolina)

"I have conducted two in-service workshops and one seminar using mainly Dr. Smith's and Dr. Sheldon's contributions as a base." (Patricia Greutzemacher, Mississippi)

"In my system we had several workshops on linguistics. The instruction of Harold Allen in Austin prepared me to plan for these workshops and to help the teachers." (Lucy Robertson, Alabama)

"Summer workshop for English teachers using ideas and materials from the Tallahassee Institute." (Lenwood Holliman, Alabama)

"Continued to communicate with several of the state supervisors. Focused on relation of composition to reading in workshops, for reading program. This workshop (Mobile) presented more material that was new to me." (Ruth Overfield, California)

"In-service programs in local school systems." (Victor Kotulak, Maryland)

"Sectional conference (NCTE). Exchange of materials, methods, etc. Consultation service in the state based upon research and knowledge gained." (Clarence Lipscomb, North Carolina)

"I have utilized knowledge gained in the 1968-69 institutes in numerous speeches, lectures to college classes, and in in-service opportunities throughout the year." (Martha Ellison, Kentucky)

The fun and thrill of a convention is most often meeting old friends and colleagues. At Thanksgiving time many of the state supervisors who have been in attendance at the NDEA Institute, 1968-69, and the one in Lansing in October of this year, were in Washington, D. C. attending the National Council of Teachers of English. During the social visitations, these comments came from them voluntarily. In fact, most of these comments were given enthusiastically after the first cordial greeting. The following summary was prepared by the practicum director:

Mark Kristoff, New Hampshire:

"Oh, I got so much from the two institutes I attended. I'm so glad I came to the first one in Champaign. That one gave me a background of the whole field of English. At Sturbridge the reading materials were so excellent. I took heavy notes and never missed a session. I draw on these notes all the time working with my teachers in reading. It certainly has been excellent experience for me."

Betty Gibson, Colorado: I ran into Betty Gibson when I was walking from the coffee shop and she was just entering. After her first delighted hello, she turned to me and said:

"Oh, I tell you, Bonnie Titley, the girl I sent to you, who is in the English Department at Fort Collins (Colorado State University) and works very closely with me, was certainly thrilled with what she got at the Lansing Institute. I am so delighted with what she has told me and what we can do. I am going to send someone from Colorado to the next three institutes. Do you happen to know Dr. Ruth Klein at Boulder?"

Then I told her I knew who she was but did not know her personally, and then she went on to say,

> "She is a very wonderful person and I'm very eager to get her to one of the institutes so that Boulder can have some first hand contact with the information and the learning. We in the state department can use her to greater advantage also."

Genevieve Buresh, North Dakota: Genevieve Buresh was in Austin and in Seattle. She happened to go into a meeting where James Squire was about to make a presentation. When she saw me she came over and delightedly said, "Hello there, I want to talk to you." Her first comment was, "What about an institute for next year?" And I said, "Well, you surely should know in your position, that institutes are out." And she said, "I shall call my senator immediately. I call him for various matters, and I shall certainly call him on this. This is really serious." I just smiled and felt inwardly very happy about the fact that she was so enthusiastic about the institutes. She did tell me that Elaine Skavanger of North Dakota had brought back interesting information about the Lansing Institute, and she said,

> "Just think, she is going to take off and go to Phoenix so that we will have benefit of both the last two institutes of 1969, and I'm certainly going to try to attend one myself later so that we can have someone from North Dakota at every one of the institutes for 1969-70."

Jerry Hickman, Texas: Jerry was out at the dinner and theatre party, a social evening for those attending the pre-convention study groups and their guests. When he saw me he came running across the room and said, "What about the opportunity to go to England next year?" And I said to him,

> "Oh, you understand that the situation is a little different, but Eldonna has other plans and she is not going to let matters drop as they seem to be at the present time because she is very enthusiastic about giving you people the kinds of institutes or the kinds of educational experiences that you people seem to want."

He said, "Is there any way that I can help on the situation? I'd be happy to write a letter." And again, inwardly, I felt very happy

somebody else, Jerry from Texas, was so happy with the institutes he had attended. And, incidentally, he had attended Austin, Tallahassee, and Seattle.

Lowell Coats, Indiana: I was sitting in one of the business sessions in the Council when suddenly I felt someone tap my shoulder, and there sitting two rows behind me was Lowell Coats, of Indiana. He had tapped me with his program and nodded his hello. Shortly after, we all adjourned to the side of the room to have coffee and he came over to me immediately, extremely enthusiastic. He said,

> "I think you should know I am certainly making good use of the materials and information I got at the Lansing Institute. In fact, I wrote back to the state department, and what do you know, they sent me twelve sets of those very fine books that Ralph Robinett and his group had worked out. In addition, the state supervisor of foreign languages found out what I was doing when I was talking with her, and she asked if she might work with me, so we're teaming together and with that material we are working on the problems of teaching English as a second language and some of the dialect problems in Indiana, and we are having a great time. I think it's going to be a great year."

I suggested that he try to come to some of the other institutes, and I know that he will try if he can.

The Director engaged in further evaluation of the project at the International Reading Conference in Anaheim, California, May, 1970. During one of the ASEARS (Association of State English and Reading Supervisors) meetings, the Director reported on the progress of the fellowship and the institute programs. The state supervisors were especially interested in hearing about the types of experiences each fellow was having. This meeting was helpful in providing a means of dissemination of knowledge, plans, and projects presented at the various institutes.

Following the report, the state supervisors described the various programs with which they were engaged, many of which were directly related to activities planned as part of the institute series. For example, the supervisor for Eolorado mentioned that in the local state programs they were now including community panels similar to those held in the institute series in which members of the community were asked to evaluate and comment

on their impression of various educational programs. Many other state supervisors reported that the ideas they gained at the institutes were incorporated in talks to teachers throughout their respective states. Supervision at the state level was definitely reported to have benefited from the regional institutes.

It became apparent to the director during the meetings in Anaheim that the state supervisors were able to do much more in their ASEARS meetings than they had previously. Many of the supervisors had attended institutes together and were acquainted with what the various states were doing; all had had the common experience of attending one of the institutes.

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Victor B. Kotulak
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Clarence A. Lipscomb
John L. Meehan
Patrick F. McCarthy
John E. Peifer

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Charles Lee Allen
Allyne H. Baird
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Theodore G. Boulogiane
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Morris Trent
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Sharon Van Cleve
Milton Velder
Dana H. Wall
Billy R. Warren
Janice Weaver
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Marvin M. Johnson
Eleanor M. Lavery
Lois T. Miller
Josephine R. McCall
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Mariana T. Ross
Marie Sinclair
Bruce O. Thomas
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Janice Weaver

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Sister Patricia Potter
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Mamie Sizemore
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Alaska		S			
Arizona		S G	S		
Arkansas			G	F	F
California	S G	S G	S	S F	F
Colorado	G	S			
Connecticut				S G	
District of Columbia	G				
Florida			S		
Georgia				S G F	F
Guam				F	F
Hawaii				F	F
Illinois				F	F
Indiana	G			G	
Iowa	G				
Kentucky	S		S G	G F	F
Maryland			S	S G F	F
Massachusetts	S	S	S	S	
Michigan	G				
Minnesota				G	
Mississippi			G	F	F
Missouri				G	
Montana		S		G	
Nebraska			S		
Nevada		G			
New Hampshire			S	S G	
New Jersey			G		
New Mexico		G			
New York				S G F	F
North Carolina	S		S	S	
North Dakota	S				

State Supervisors S
Guests G
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Ohio	S G				
Pennsylvania				S	
Rhode Island			S	S	
South Carolina			S G		
Tennessee	G	G	S	S G F	F
Texas	G	S G		S	
Utah		S		F	F
Washington				F	F

These states were not represented at any of the institutes or the fellowship:

Delaware
Idaho
Kansas
Louisiana
Maine
Oklahoma
Oregon
South Dakota
Vermont
Virginia
West Virginia
Wisconsin
Wyoming

These states were represented at all of the institutes:

California
Massachusetts
Tennessee

These states were represented in the fellowship program:

Arkansas
California
Georgia
Guam
Hawaii
Illinois
Maryland
Mississippi
New York
Tennessee
Utah
Washington

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APPENDIX B

LETTERS TO STAFF

September 29, 1969

MEMORANDUM TO: Course Instructors

FROM: Eldonna L. Evertts

REGARDING: Institute Procedures

To answer the several requests which I have received from various course instructors, I think it will be most helpful to send all of you the information which has been forwarded from time to time to various individuals. Of course, it should be remembered that each of the particular items will have to be adapted for each institute and the nature of the course which you are planning to offer. I hope the following are helpful to you. Please do not hesitate to write if you have other questions or comments.

You will be largely responsible for the morning sessions. These periods will be for instructional purposes. On Monday morning there will be a short orientation period and on Friday morning the speaker at the banquet will be available for a question and answer session.

The instructional program constitutes the "backbone" of the institute and in class hours is nearly equivalent to a semester of college work. The other speakers during the institute will add various dimensions to the topic of the institute but it is doubtful that these speakers can be counted upon to give the emphasis which you will be able to give to the topic of the institute.

Study packets will be mailed from the office in Champaign to the participants a week or ten days in advance of the institute. Any materials which you wish to have duplicated and included in these study packets should be forwarded to the institute office well in advance so that copies can be prepared.

Items to be distributed at an institute may also be forwarded to the institute office for typing and duplicating prior to the institute. Allow ample time for the preparation of these items.

You will want to prepare some type of course outline which the participants will receive prior to the institute. This may vary from a broad general chart of the areas you expect to cover each day to a fine detailed set of topics and references. These course outlines could be duplicated in the institute office and distributed to the participants prior to the institute as it is doubtful there will be much time for study after the program gets under way.

You may wish to prepare a list of suggested readings for the course. This bibliography might be distributed prior to the institute so the participants can bring selected reference books with them. The basic textbook you plan to use should also be announced in time for pre-reading and study, since there will be little time for reading assignments after the institute begins. However, you might prefer giving out the bibliography during the institute for later reference. Prior to the institute the weekly program is arranged in chart form. A draft of this chart prepared in Champaign, will be sent to you several weeks before the institute. Your reactions or suggestions pertaining to the items on the chart should be forwarded to the institute. This chart becomes the basis for the final program. Therefore, it is important that your comments be forwarded to the office shortly after you receive the chart. There probably will not be time for you to react to the final copy of the program which will be based on the chart.

A separate memorandum has been prepared for travel information and use of tax exemption forms, travel by jet economy plan. As explained in the travel information form, you will be reimbursed jet economy, tourist rate from your home to the site of the institute. Under certain circumstances reimbursements for mileage for driving a car will be allowed. Your honorarium check will be available on the last day of the institute provided you have previously sent the director your social security number.

You will be responsible for making your own hotel reservation. Past experience has shown that the demands of the institute are great and it is most desirable that you reside at the hotel during the institute. Hotel information will be mailed from Champaign a few weeks before the opening of the institute.

Members of the institute staff and consultants should be available for all of the afternoon seminars. It is during this period that the participants will be working on reports, proposals, etc. and everyone should be available for individual and group consultation.

Participants probably will want to spend the coffee breaks as well as the meal time visiting with the members of the staff either singly or in groups. This gives them an opportunity for a different type of consultation.

You certainly will want to take advantage of the school visitation which has been planned for Tuesday. The participants will later undoubtedly want to question you about some of the procedures or activities which they observed.

A highlight of the institute will be the banquet on Thursday evening. This event is open not only to the participants and staff but also spouses, persons who cooperated on the School Visitation, Community Night, etc. Tickets can be purchased from the assistant director at the time of registration on Sunday evening, or Monday morning.

Each staff member will help in the introduction of consultants and other visitors. Biographical data will be given to you on the morning of the day you have a speaker to introduce.

Papers presented at the institute will be published by NCTE. It is hoped that you will have a manuscript which can be included in this publication. If you wish, arrangements can be made to tape record some of your sessions so that you can later prepare a manuscript based upon your remarks and possibly incorporate responses to some of the questions participants raised. The final edited manuscript should be forwarded to the institute office at the latest within two months after the institute.

Plan to arrive in time to attend the reception on Sunday evening. This is an informal period and the participants are always very interested in meeting the course instructor. This makes it much easier on Monday morning to get right into the program of the week.

If there are any motion pictures which you would like to have included in the program, the titles and sources should be sent to the institute office as soon as possible. Also let the office know the day or days you would like to have the film shown so that it can be listed in the program.

Throughout the institute there will be a display of NCTE publications. Here the participants can read, browse, or order publications. A list of any sample copies of NCTE publications you wish to have included in this display should be sent to the institute office six weeks prior to the institute.

All members of the staff will appear on the final panel on Friday afternoon. This is the time we can draw together all of the ideas which have been said during the institute and to clarify any problems which have arisen. We hope to make this final panel a question and answer period for the participants.

Memorandum to: Assistant Directors for EPDA/NCTE Institute for State Supervisors of English and Reading

From: Eldonna L. Evertts, Director

Re: Checklist for Assistant Directors

To assist you in getting a general idea of your responsibilities and the range of tasks to make the institute in your area most successful, I have prepared the following checklist. However, please remember that this is a tentative list and local circumstances vary greatly. I hope that you will regard this only as a guide for some of the concerns to be considered.

The meeting this past week in Sturbridge with two of the four local directors produced many ideas which are reflected in this checklist. Some items have already been rather clearly defined for some institutes while the same item may not have been explored yet in another. So you see these are just guidelines at this time. I will need to handle each item specifically with each assistant director in the near future. But in the meantime here are some items for your consideration.

I am sending you two copies, one for your files and one which you may wish to forward to me for consideration and answering after writing your questions or comments.

ELE ib
enc.

EPDA INSTITUTE FOR STATE SUPERVISORS

OF ENGLISH AND READING

CHECKLIST FOR ASSISTANT DIRECTORS

1. Name two persons to serve as members of the reception committee and to assist in serving coffee on Sunday evening, 7:00 to 9:30. Participants should be encouraged to visit and get acquainted. Names will appear in program. The Institute Secretary will also assist with registration.

2. Appoint representative to receive, handle, and return NCTE display materials. This person should be in charge of material at all times. Give us his name and complete address as soon as possible so the materials can be shipped at an early date. Instructions accompany the display.

3. Appoint a second person to assist in handling NCTE display materials and share lunch hours and other responsibilities. These persons could be individuals who could not otherwise qualify as a participant but could in this capacity listen to lecturer, course instructor, etc.

4. Send the names of any special guests (position, title, and address) which should appear on the program to us.

5. Contact local chamber of commerce for material to distribute to the participants at time of registration. Suitable items would include maps, places of interest, transportation schedules, good eating places, etc.

6. Get together information, brochures, etc. on sightseeing trips in your area prior and following the Institute. These should be mailed not later than one month before the Institute to participants. If sent to Champaign six weeks before Institute, they will be included in study packets.

7. Secure motion picture projector (16mm) portable typewriter and tape recorder (mikes, extention cord, adapter plug) for use throughout the week. These can be stored and locked in Institute office at the hotel when not in use during the Institute.

8. Select person to receive and return films which will be mailed to Institute site. Give us the name and complete address of this person. Perhaps this person can also show films. Indicate if you prefer having materials mailed directly to you. In the past, we have used the newer media heavily.

9. Plan program and menu for Thursday night banquet in cooperation with institute director. Banquet speaker will be a lecturer for the institute.

10. Plan to attend the staff meeting planned for Sunday evening when the Institute is in your area. This meeting will probably be held in the Director's suite which is also the Institute headquarters. The time will be announced by the director.

11. Plan to meet each morning with the director in the institute headquarters, at which time the plans for the day will be cleared. It may be possible to have breakfast together.

12. Be familiar with the local hotel or motel. Specific arrangements will be made with them, and these should be in your area of knowledge. You have been receiving carbon copies of all letters related to your Institute.

13. Be prepared to act as host throughout the Institute. You will also be asked to introduce special speakers.

14. Submit an evaluation report following your Institute. You may wish to take notes of participant reaction, or design some other way to evaluate the success of the Institute. This could be a letter giving your observations. A more detailed evaluation procedure will be designed as part of the total program.

15. Make arrangements for a cash bar for the Thursday night banquet. See hotel information sheets or letters.

16. Make arrangements for coffee breaks. Possibly the participants can be charged a coffee fee at registration time or the participants may buy their own coffee in the hotel coffee shop. Money can be collected for coffee breaks and banquet at time of registration.

17. Be prepared to furnish or arrange transportation to and from the airport for consultants and speakers if a need arises.

18. Plan to stay at the hotel during the Institute. Remember to mail request forms to the hotel reserving the type of room you desire.

19. Send well in advance to Champaign any names to appear on program.

20. Send a biographical sketch of yourself to institute office for news releases and other promotional materials.

TENTATIVE CHECK LIST FOR COORDINATORS OF SCHOOL VISITATION AND ORIENTATION

The following items have been prepared to aid staff members in preparing for the Monday night orientation session and the school visitations planned for Tuesday. This is only a tentative outline and local conditions and plans will determine which are appropriate for consideration. Please send comments regarding your situation to the Director.

Address correspondence to: Dr. Eldonna L. Everetts, Director
EPDA Institute and Fellowship Program
399 Education Building
Champaign, Illinois 61820

Part I. Orientation.

1. Plan Monday session (8:00 p.m.-9:00 or 9:30 p.m.) The purpose is to orient participants to the local educational scene. This may be a panel which involves teachers, supervisors, principals, superintendents, specialists, etc. who will discuss issues facing local schools and programs of instruction in operation in the schools. Resource persons should give participants a background for the classes and schools they will visit.

2. Distribute any curriculum guides or materials which will be of interest to visitors to schools.

3. Announce visitation program and allow participants to sign for schools they wish to visit. If more practical, assign participants to specific cars.

4. You may wish to give main talk of the evening and then let your school guests briefly talk about their schools. Or you may wish to make a few introductory remarks and then assume the role of chairman as others respond to questions you have prepared. You might want to show slides or films of the local schools and activities so that the participants can better understand what has been done prior to the planned visitation.

5. Explain the socio, economic, and cultural characteristics of the areas to be visited.

6. Allow time for questions and answers.

Part II. School Visitation.

1. Plan the all-day school visitations for Tuesday.

2. Give consideration to visiting many schools so pupils can be observed easily and so as not to disrupt school by a mass entrance of visitors. Explore visiting ten schools with five participants per car. The same school could be visited in the morning by one group and again in the afternoon by another group.

3. Include visits to at least one school per car which have programs for migrant, Mexican, Indian, Negro or black, or Puerto Rican, as indicated by the focus of the institute.

4. Involve local teachers, etc. in the planning. Get the cooperation of administration before contacting interested teachers.

5. Provide for visitations to a variety of schools--not just the "show-case." Focus upon constructive language characteristics of the pupils involved.

6. Consider interesting innovative programs in operation.

7. Arrange for a local person in school to act as host and guide. Perhaps this person might like to explain organizational pattern of learning in school prior or immediately after the visitation.

8. Write thank you notes to all who should receive such acknowledgment of his or her contribution. Inform Director of special thank you notes it would be appropriate for her to write. Give full name, address, and nature of the contribution.

9. Arrange for transportation from the Institute headquarters to the schools. See the Director regarding limited reimbursement available to drivers.

10. The Institute does not provide special insurance.

11. Each car should see different types of schools.

12. Announce on Monday where each car will go and type of visitation planned. Let participants select and sign for the visitation program they wish to take.

13. Plan noon lunch stop. No-host basis.

14. It might be better to plan to visit several different schools each half day rather than to spend too long in a single school.

15. For some schools the visitation might be in and out of a number of classrooms while in others visits could be of fifteen to thirty minutes in a single classroom. Short visits do not make it necessary to provide special seating arrangements in the classroom for the visitors.

16. Tell teachers visitors will be interested in hearing the students talk and engage in activities and not in observing or listening to a lecture prepared by the teacher. Explain our interest in the use of language by children and the activities the teacher and administrator plan are to provide opportunities for children to talk.

17. Visit class rooms at all levels--pre-school through high school. Consider English and reading classes, in particular, although classes on other than a subject matter basis should also be included.

18. If the local school situation permits, perhaps teachers could talk to visitors at 3:30 or end of day to explain their programs. Avoid this if it interferes with transportation plans.

19. Consider points of interest to persons visiting your section of the county for the first time when planning route to schools, etc. Include "local color" as much as practicable.

20. If it is possible to include some sight-seeing toward the end of the day, do so. Perhaps the evening dinner hour can be planned accordingly.

21. The Tuesday evening session will begin at the Institute Headquarters at 8:00 p.m. For this informal session the participants will describe what they saw and did. Remarks will relate to the theme of study for the week. If one or two cars will travel too far to be back for evening session, notify Director during the planning stage.

Part III. General Suggestions.

1. Send names of any person to be included in program to Director six weeks prior to the Institute.

2. You are invited to visit the Institute whenever your schedule permits.

3. A special invitation is extended to you to attend the banquet on Thursday evening. Tickets may be purchased from the assistant director on Sunday evening or Monday morning. There will be a special banquet speaker for each Institute.

4. Invite school personnel who will be assisting Monday evening or Tuesday to attend the banquet on a no-host basis. Tickets can be purchased from the local director.

5. Work closely with assistant director in planning for Monday evening and the Tuesday visitation. Send carbons to him as the program is planned and developed so he can be fully informed at all times.

6. See assistant director regarding any special audio-visual needs for the entire week of the Institute. Try to help him secure such equipment. Equipment can be stored and locked overnight in the Institute office.

TENTATIVE CHECK LIST FOR COORDINATORS

COMMUNITY EVENING

The following items have been prepared to aid staff members in preparing for the Wednesday night session focusing on the community. On this evening, members of the community will meet with the participants. The following check list is only a tentative outline and local conditions and plans will determine which items are appropriate for consideration. Please send comments regarding your situation to the Director.

Address correspondence to: Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
College of Education
University of Illinois
Urbana, Illinois 61801

1. The Wednesday evening session is scheduled for 8:00 p.m. to 9:00 or 9:30 p.m. The purpose is to orientate the participants to the local community scene. This may be a panel or other type of presentation which involves members of the community who will discuss the issues facing them.

2. You may wish to merely plan the program or you may wish to serve as the moderator or chairman of this panel. However, the exact format should be decided by you and will be based upon the type of persons who are invited for the Wednesday evening session. You might wish to organize the program and make the introductions but have a member of the community who is close to these people serve as the moderator during the panel presentation itself. Plan to have someone to lead the discussion who has the confidence and respect of the members of the community who are the invited guests. You may wish to be a member of the discussion plan to help maintain a positive rapport with the guests throughout the program.

3. Members of the panel might include a parent or parents from different socio-economic levels. Others to be invited to participate could include a social worker, priest, or other religious leader, counselor, recreational worker, or others.

4. The members of the panel should include a diverse selection from the community (educationally, socio-economically, and racial backgrounds). There should be representation from those of low income levels and

those who might generally be classified as the under-privileged. The panel members should be assured that language differences or similar matters need not be distrubing features or factors which should prevent a person from appearing.

5. Prior to the time of the institute and again that evening either you or the moderator should explain to the guests that they will be talking with state supervisors of English and reading who are sympathetic and kind individuals that are interested in their community and community activities. It might be explained that the supervisors are interested in the problems facing communities across the nation and that what they as members of a specific community will have to say will give them both inspiration and a background for understanding the problems and perhaps help them to gain ideas which can be made applicable to their home states.

6. It should be mentioned that the evening session is not a dress-up affair. It is rather just a simple, informal classroom situation in which a group of individuals interested in a common topic are sitting around talking and visiting with one another.

7. The moderator of the discussion should prepare in advance the questions to be given to the groups. These questions should reflect the interest of those appearing on the panel and should enable them to make a contribution for which they have some background and understanding.

8. Some of the topics which might be discussed include:

 a. What is the point of view of the panel members toward the general educational program found in the school for their pupils?

 b. How do they, as a person outside the school, see the role of the school?

 c. What do you want your children to learn in school?

 d. What do you consider the strong areas of the school program with which you are acquainted? What are the weak features?

 e. Does your child want to go to school in the morning? Why or why not?

9. These are only sample questions which you might wish to ask. It will be necessary to fit the questions and indeed, the whole program to the community with which you are concerned.

10. If it seems advisable to you, you might want to plan to have questions from the participants, at the end of your presentation.

11. The selection of the persons to appear on the panel should be done in cooperation with the Assistant Director and a letter listing your decision of the panel members should be sent to the Director.

12. The panel members should understand the nature of the program and time involvement well in advance so that they can make ample plans for babysitters and other home arrangements.

13. The program will begin at 8:00 in the evening and extend to 9:00 or 9:30. The guests and participants probably should plan to leave between 9:30 and 10:00. They should arrive probably at 7:30 so that the moderator will have some time with them to build rapport and to put them at ease.

14. At the beginning of the program, the moderator should give a short description of the community, its institutions, a description of its population, its problems, historical development, etc. for the benefit of the state supervisors.

15. The honorarium which you will receive has been given to you so that you will have funds with which to work. It is your decision on how the funds are to be spent. Some items which will need to be considered are: transportation costs for the participants; meals or refreshments, if you feel this is necessary; and babysitting costs. Consider any other items which you feel should be provided to make it a pleasant evening for those involved. The funds can also be used to cover telephone calls or any other expenses which you incur.

16. No funds are included in the Institute budget for social affairs. That is, no coffee or refreshments are served at the Institute. Any such refreshments should be planned for your own group either before or after the meeting according to your desires.

17. The Institute does not provide special insurance.

18. Work closely with the Assistant Director in planning for the Wednesday evening community program. Send carbons of any letters to him as the program is planned and developed so he can be fully informed at all times.

19. Send the names of any persons to be included in the program to the Director six weeks prior to the Institute. A few last minute changes can be made in the program.

20. You are invited to visit the Institute whenever your schedule permits.

21. A special invitation is extended to you to attend the banquet on Thursday evening. Tickets may be purchased from the Assistant Director on Sunday evening or Monday morning. There will be a special banquet speaker for each Institute.

January 12, 1970

MEMORANDUM TO: Speakers, Consultants, and Others

FROM: Eldonna L. Evertts, Director

RE: Mobile Institute

We are all looking forward to your visit to The Battle House in Mobile for the third in our series of NCTE/EPDA Institutes for State Supervisors of English and Reading. This institute begins with a reception on Sunday evening, February 1, and concludes on Friday afternoon, February 6, at 3:00 p.m.

Plane reservations are sometimes difficult to confirm in and out of Mobile not only because it is a busy seaport and industrial city but also because our institute will be held close to the Mardi Gras season. I hope you already have a confirmed flight and if not may I suggest that you do so as soon as possible. Some of you may be so fortunate as to live near enough so you can drive and thus not have to worry about plane reservations.

The enclosed tax form should be used when you pick up your airplane ticket. If you have the Travel Reimbursement Information Sheet completed while you are in Mobile, you will be able to sign the official university form which I will have with me. It will then be possible for me to speed your check to you for your expenses after I return to the University of Illinois campus. Unfortunately the terms of my grant allow only for reimbursement of travel expenses and do not include lodging or meals.

The institute will be held at The Battle House in Mobile. The hotel is located on the corners of Royal and St. Francis Streets. Room rates are $9.00 for a single room and $13.00 for doubles or twins plus state room tax. I am enclosing a room reservation card for your convenience. This card should be mailed directly to The Battle House. Confirmation will be mailed to you by the hotel.

Airport limousine transportation is available between the airport and hotel for approximately $2.65 per person.

During the institute informal question and answer sessions and consultant periods will be held for the participants and speakers. We hope it will be possible for you to engage in some of these discussions

while you are with us. However, these will not involve any preparation on your part.

You are invited to attend any of the lectures, practicum sessions, or other meetings which are held during your visit. If you are here on Wednesday evening, you will especially want to hear the Community Panel. Tickets for the Thursday night banquet can be secured from Mr. Turnipseed, the assistant director, when you arrive in Mobile. The visitations on Tuesday are a highlight of the institute and if your schedule permits we hope you can go with us.

Please return the enclosed postal card with your social security number. If it is received soon in our office, I will have your honorarium with me in Mobile.

ELE:rhg
Enclosures: Hotel Reservation Card
Travel Reimbursement Information
University Regulation for Reimbursement
Transportation Tax Exemption Certificate
Return Card (S.S.)

APPENDIX C

LETTERS FROM PARTICIPANTS AND OTHERS

State of West Virginia
Department of Education
Charleston
25305

REX M. SMITH
STATE SUPERINTENDENT
OF SCHOOLS

September 18, 1969

Dr. Eldonna L. Evertts
Director
EPDA Institute for State
Supervisors of English
and Reading
57 East Armory
Champaign, Illinois 61820

Dear Eldonna,

I received all the information from you regarding the EPDA Institutes for 1969-70. Presently, we are operating on what is known as a tight budget, and the word is we can attend only one out-of-state meeting. So you see what a position that leaves us in. I plan to be in Washington during November for NCTE, and I would like to attend the EPDA Institute at Mobile, Alabama. It is impossible for me to attend all four.

Then, on the heels of this, I received a note from Mary Mielenz discussing the possibility of a visit to England. I am as human as the next, and am greatly interested in that trip, especially since I have worked intensively the prst three years with a Language Based Approach to teaching reading during the primary years. My point in writing is, I don't want to be forgotten when you are selecting participants for Mobile and England. I just wanted to put my name in the pot.

Sincerely,

Betty Murray/mm

Betty Murray
Language Arts Specialist

BM:mm

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
600 WYNDHURST AVENUE, BALTIMORE 21210

September 23, 1969

Miss Eldonna L. Evertts
Director
EPDA Institute & Fellowship Program
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

Thank you for your letter inviting me to nominate someone to attend the Lansing Institute. I have spoken to several of my colleagues who are working with the problem of dialects and teaching English as a second language. However, none of them will be able to attend because of previous commitments.

Another problem is a recent state ruling that state department personnel may attend only one out-of-state conference during the year. Most of the supervisors have already made decisions regarding the one educational meeting they would like to attend this school year.

I can sympathize with your having to overcome such obstacles as rigid state rulings and regulations that prevent the state supervisors from attending all institute sessions. I still hope to attend the sessions in Alabama and New York.

Sincerely yours,

Victor B. Kotulak

Victor B. Kotulak
State Supervisor of English

VBK:rr

A. R. NESTOSS
DEPUTY

R. W. BANGS
ADMINISTRATIVE ASST.

THE STATE OF NORTH DAKOTA

Department of Public Instruction

M. F. PETERSON, SUPERINTENDENT
BISMARCK, NORTH DAKOTA 58501

RICHARD K. KLEIN
ASSISTANT

H. J. SNORTLAND
ASSISTANT

September 30, 1969

Eldonna L. Evertts
Director
EPDA Institute and Fellowship Program
For State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for the special invitation to attend the EPDA Institute and Fellowship Program for state supervisors of English and reading. The first institute falls on the dates of our State Teachers Convention for which I have several commitments. We are also in the midst of a series of regional meetings concerned with English curriculum. Weather delayed our schedule last spring and we have twelve more meetings to plan for this fall. We are also planning some in-service sessions, using materials from the regional laboratory in Minneapolis. As you can see my schedule leaves little free time.

I am happy to report that the new reading consultant in our office, Miss Kay Skavanger, has made application to attend the first institute at Lansing.

Best wishes for a successful institute. The memories of the two I attended last year will be lasting ones. I will hope to see you at NCTE in Washington.

Sincerely yours,

DEPARTMENT OF PUBLIC INSTRUCTION

Genevieve L. Buresh

MRS. GENEVIEVE BURESH
Language Arts Consultant

GB/jgp

Board of Education
Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee 38112

HUGH H. BOSWORTH,
PRESIDENT

EDGAR H. BAILEY,
VICE PRESIDENT

JNO T. SHEA,
COMMISSIONER

MRS. LAWRENCE COE,
COMMISSIONER

MRS. ARTHUR N. SEESSEL JR.,
COMMISSIONER

E. C. STIMBERT,
SUPERINTENDENT

MORGAN CHRISTIAN,
ASST. SUPT., INSTRUCTION

FELIX E. OSWALT,
ASST. SUPT.,
PLANT MANAGEMENT

HARRY B. SHARP,
ASST. SUPT.,
GUID. AND ATTEND.

J[illegible] P. FREEMAN,
[illegible]ST. SUPT.,
BUSINESS AFFAIRS

LEE C. THOMPSON,
ASST. SUPT.,
ADMINISTRATIVE SERVICES

THE OFFICE OF:
MISS RUTH KNOWLTON,
SUPERVISOR, SECONDARY EDUCATION

October 6, 1969

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Mrs. Andrena Briney has just called me to say that you have given me permission to attend the Special EPDA Institute in English to be held in Lansing, Michigan. I do thank you for this privilege.

Mrs. Briney is allowing me to have her packet of materials. If there are any other aids which would be helpful during the institute, please let me know what they are and I shall be happy to bring them with me.

We are hoping that the Tennessee Department of Education (Mrs. Briney!) and the Memphis City Schools may join hands in producing an outstanding English in-service program for grades K through twelve. It is our hope to have it teacher and student centered. We are looking forward to gaining many good ideas from you and others who will be leading or participating in the institute.

I am looking forward to meeting you and working with you next week.

Sincerely yours,

Ruth E. Knowlton

10582 Holman
Los Angeles, California 90024
October 18, 1969

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

While you may be leaving Lansing at this very moment, hopefully not in a snowstorm, I am bending over a hot typewriter once more.

I want to thank you again for inviting me to the institute in Lansing. I don't know when I have been so happy with a group of teachers. They were such honest human beings, they were so friendly and compatible, they have such empathy--they are thoroughly charming. (I seem to have switched verb tenses in mid-stream there, but never mind). I plan to keep in touch with them, and send along any bits and pieces I can about "dialect"--although to my Yankee ears, they seemed to have an abundant supply of that as it was.

As usual, when you organize and run anything, it goes. When I saw you and Mary marching down the hotel corridor with the movie projector between you, I thought it symbolized certain truths about the willingness of women to make things work. You and Mary will save this country one of these days.

This somewhat incoherent letter comes from a very grateful Lois who appreciates what the program is doing. If we can make a dent in this polarized society, it will be the people like you who will do it.

Sincerely,

Lois

Lois McIntosh

A. R. NESTOSS
DEPUTY

R. W. BANGS
ADMINISTRATIVE ASST.

THE STATE OF NORTH DAKOTA

Department of Public Instruction

M. F. PETERSON, SUPERINTENDENT
BISMARCK, NORTH DAKOTA 58501

RICHARD K. KLEIN
ASSISTANT

H. J. SNORTLAND
ASSISTANT

October 22, 1969

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for all your planning and efforts to make the recent Institute a very practical and helpful one.

Please convey my thanks to Dr. Mary Mielenz, also.

Sincerely yours,

DEPARTMENT OF PUBLIC INSTRUCTION

Elaine K. Skavanger
Reading Consultant

EKS:gme

El Paso Public Schools

100 WEST RIO GRANDE AVENUE
P. O. BOX 1710
El Paso, Texas 79999

October 23, 1969

DIVISION OF INSTRUCTION

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
for State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

I'm writing to reinforce the comments I made on the evaluation sheet for the Lansing Institute. I really felt that it was a well balanced program with good instruction and good companionship. All of us appreciate the hard work that you and Mary Mielenz put in on these programs which makes them so worthwhile.

I regret that I cannot make the meetings in Mobile and New York but I am looking forward to the December Institute in Phoenix.

Thank you for permitting me to be a part of the Institute.

Sincerely yours,

George Bassett

George Bassett
Secondary Consultant

GB:bjk

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

November 4, 1969

Dr. Eldonna L. Evertts
Director
EPDA Institute and Fellowship Program
for State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

Thank you for your letter of October 31 in which you indicated that I had been accepted as a participant in Pheonix on December 8-12. I would also appreciate your including me among the participants for the conference in Mobile, Alabama, February 2-6, 1970.

As I indicated to you and Mary during the meetings in Lansing, I had originally intended to attend only that meeting. However, I was so impressed by the caliber of staff and participants in Lansing and by the obvious careful planning done by you and your staff that I am now anxious to continue to attend as many as possible so that I can contribute more effectively to our minority education programs in Massachusetts.

Please convey to Mary my sincere appreciation for a most worthwhile week in Michigan. Needless to say, Eldonna, I am especially grateful to you for your kindness in accepting me after some disappointments last year. I would like to commend you on an extremely fruitful week.

I look forward to seeing you in Pheonix.

Sincerely yours,

John

John E. Kearney
Assistant Director
Bureau of Elementary and
Secondary Education

leb

Delta State College
Cleveland, Mississippi 38732

Nov. 4, 1969

Dr. Eldonna Evertts, Director
EPDA Institute and Fellowship Program
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I am so pleased to be included in the Mobile Institute. Dialect is certainly an area in which I need to become better informed.

We are involved in three projects designed to upgrade reading and language instruction in schools across the state. Mary Ann Baird, State Reading Supervisor, is spearheading the projects. It certainly keeps us hopping to keep up with it and campus responsibilities too. Dr. Iverson will be here at Delta State on one of the projects later in the month.

I am very disappointed that I am unable to attend the Fellowship Program but it is was not possible for both of us to be released the same semester.

Thank you so much for including me in the Mobile Institute. I look forward to seeing you in February.

Sincerely yours,

Pat

Patricia Gruetzemacher

PG/pc
Encl.

IN REPLY REFER TO:

Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Phoenix Area Office
P.O. Box 7007
Phoenix, Arizona 85011

December 19, 1969

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

I surely did appreciate the opportunity to participate in the Special EPDA Institute and Fellowship Program for State Supervisors of English and Reading at Phoenix, Arizona, December 8-12, 1969. Since I work with teachers through principals in BIA Schools (Phoenix Area) where non-English speaking and bi-lingual children from several Southwestern Indian tribes with diversified backgrounds are enrolled, this Institute was very beneficial for me -- personally and in improving the instructional programs in our schools.

Thank you again for the privilege of participating in the Institute and working with you.

Sincerely,

Beverly K. Queal

Beverly K. Queal
Education Specialist (General)

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA 85281
DEPARTMENT OF ENGLISH

December 23, 1969

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
For State Supervision of English and Reading
1102 College Court
University of Illinois
Urbana, Illinois 61801

Dear Eldonna:

Thank you for your kind letter. All of us associated with the Phoenix Institute are still talking about the excitement of having had all of you here. In particular, I valued the opportunity to involve so many students in a professional activity of such a high level. They have all expressed to me their gratitude for being involved in the experience.

Martha Davis and I enjoyed our part of it too, and especially the work with you and Mary. Thanks for bringing it all to Phoenix. Hurry back!

Cordially,

Robert E. Shafer

STATE OF MONTANA

DEPARTMENT OF PUBLIC INSTRUCTION

HELENA 59601

DOLORES COLBURG
Superintendent of
Public Instruction

January 5, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I want to thank you again for the wonderful institute in Phoenix. It is too bad that more people from the department here were not able to attend. I now feel that I may be of some use to teachers and students in our Indian schools.

I have not yet received my stipend from the institute. Could you investigate to see what has become of it?

I hope your holidays were pleasant. Happy new year.

Sincerely,

Bill L. Ferguson

BILL L. FERGUSON
English Supervisor

BLF/wcb

Faralie Spell
P. O. Box 168B
Window Rock, Ariz. 86515

January 5th

Dear Eldonna,

The Institute was a highlight of the year for me. I gained knowledge that is crucial in our work in ESL. I am looking forward to working closely this year with Dr. Slager. The new friends are another joy of the Institute.

Sincerely,

Faralie

Chattanooga, Tennessee
January 19, 1970

Dr. Eldonna L. Evertts
1102 College Court
Urbana, Illinois

Dear Dr. Evertts:

Great jubilation reigned last week when Ed Jett's scholarship opportunity materialized. Mrs. Margaret Cooper, whom you met by phone, is still elated today. Also, this pleases me immensely, gives my new job a boost, honors Hamilton County, and answers Ed's dream of pursuing graduate work. We are all most appreciative, especially for your time and effort spent securing the scholarship. January 15 your special delivery package arrived; Margaret called Ed, who came for it. He was overjoyed!

The Phoenix Conference has already been beneficial in many ways. I was asked to speak at our local university on "Teaching English as a Second Language." Last week Jean Harlowe sent her newly adopted Elective English Program. All contacts made in Phoenix were professionally stimulating and enjoyable.

Thank you again for accepting Ed's application, and we are trusting that all will be in order.

May I repeat, "May our paths cross again!"

Sincerely,
Mildred Major

TUCSON PUBLIC SCHOOLS
EDUCATION CENTER
P. O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

January 29, 1970

Dr. Eldonna L. Evertts, Director
Associate Professor of Elementary Education
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

I am somewhat tardy in expressing my appreciation for the invitation to attend the institute in Phoenix as well as for your kind letter of concern regarding my illness. I was away from the office for several days, but returned to work the middle of the following week; then again during Christmas vacation I had a "relapse," and spent most of the holidays <u>really</u> recuperating. I am fine now.

I appreciated receiving the check and certainly understood the regulations regarding the pro-rating. In fact, I would have been glad to attend the sessions without any stipend, except that during the year the meetings which I need to go to plus the ones I want to go to do amount to a considerable total in my budget.

Perhaps it is too late to make these additional comments, but since the young lady who was to do some of the evaluating had indicated that she would like to speak with us individually and I was not able to do this, perhaps these impressions might still be added to your records:

The information I found most helpful was that taught by Dr. DeCamp. Much of the other material I had already studied or learned in previous workshops, courses, or from my own observation of students' learning. Of the lessons Dr. DeCamp presented one which was especially revealing to me was the lecture on one of the current theories of the origin of Black English. I had read some material of Beryl Bailey's in this area, but his was much more detailed. Also his summary of the various ESL teaching methods and what had caused their increase or decrease was especially helpful.

I have already been able to use some of the material I excerpted from my notes from both Dr. DeCamp and Dr. Slager and hope to present other ideas from their lectures as I work either individually or in small groups with our teachers.

I thought the community night very revealing and felt that even people who did not agree with the observations of those on the panel were stirred to reconsider (or should I say rearrange!) some of their own prejudices and insights into working with ethnic groups.

The presentation by Mrs. Davis was thoroughly and beautifully done. She had certainly worked hard to orient us.

Your friendly, relaxed manner which I heard several people comment on certainly gave the conference a warm tone. Actually, the only unpleasant thing was the alternate heat or cold in our meeting room plus the usual "Cudahy aroma" each evening, and you certainly had no control over that!

Thanks again for my invitation and I hope to see you in Las Vegas.

Sincerely,

Iris Mulvaney
Language Arts Coordinator

Iris

bc

BESSEMER CITY SCHOOLS

Board of Education Building 412 North 17th Street
Bessemer, Alabama 35020

February 9, 1970

LANGUAGE ARTS
MARIANA ROSS
SUPERVISOR

TELEPHONE
428-6321

Dr. Eldonna L. Evertts
Director, EPDA Institute and Fellowship
Program for State Supervisors
1102 College Court
Urbana, Illinois 61801

Dear Eldonna,

Again let me say that I think you do a superb job as a director of meaningful institutes. I profited greatly from the one in Mobile as I have from those in the past.

Sincerely yours,

Mariana

Mariana Ross

MR:lm

W. P. SHOFSTALL
SUPERINTENDENT OF PUBLIC INSTRUCTION AND
EXECUTIVE OFFICER OF INDIAN EDUCATION

TELEPHONE 271-4391
382

State of Arizona
Department of Public Instruction

DIVISION OF INDIAN EDUCATION
E. L. TURNER, JR.
CHIEF ADMINISTRATIVE OFFICER

213 EXECUTIVE BUILDING
1333 WEST CAMELBACK ROAD
PHOENIX, ARIZONA 85013

February 16, 1970

Dr. Eldonna L. Evertts, Director
Associate Professor of Elementary Education
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Friend:

Mrs. Cook brought me glowing reports of the Mobile Institute. She said it was "the best." Also, she conveyed your invitation for New York.

I would like very much to be with you; however, I can't be away from Arizona for ten days this spring. We are planning two three-week Indian Education workshops and one two-week reading workshop for the summer sessions.

It was a pleasure having you and your staff in Arizona. Please keep in touch with us.

Sincerely,

Mamie

MAMIE SIZEMORE
Indian Education Consultant

MS:ja

SOUTH ARKANSAS CURRICULUM LABORATORY
1115 WEST HILLSBORO
EL DORADO, ARKANSAS 71730

ESEA TITLE III
PROJECT NO. 67-03902-0

DIRECTOR
501/UN 2-3662
ARBORETUM
501/UN 2-1262
MEDIA, LANGUAGE, & SCIENCE LABS.
501/UN 2-1383

February 16, 1970

Dr. Eldonna L. Evertts
Director, EPDA Institute and Fellowship
Program for State Supervisors
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for allowing me to attend the EPDA Institute in Mobile, Alabama. I enjoyed every session and have found in my notes and the materials you gave us some very useful ideas.

I enjoyed Dr. Shuy, Dr. Lamendella, and Dr. Johnson very much. They were an excellent choice of consultants.

Another highlight of the institute was meeting all the people from so many areas of our country. I hope that I will be fortunate enough to be accepted for another week like this at sometime in the future.

Sincerely yours,

Josephine R. McCall

(Mrs.) Josephine R. McCall
Language Arts Consultant
ESEA Title III, Union County

JRM:jc

305 South Gay Street
Auburn, Alabama
February 17, 1970

Dr. Eldonna L. Evertts
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

I want to thank you again for the invitation to attend the institute and to say now that I consider the entire week to have been the high light of my professional career. I was especially stimulated intellectually by the lectures, and I brought away much enthusiasm which I hope will be reflected in my work.

Thank you for a great week! It was all well planned.

Sincerely yours,

(Miss) Frances Trammell
Frances Trammell

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

February 27, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
For State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

Forgive me for not having written earlier. I feel, too, that the institute was most successful and want to express my appreciation to you for honoring Alabama by having one here. I have heard from a number of the local participants and they were so very complimentary of the institue and appreciative of having the experience.

Jim and I have written the people in Baldwin County who helped and the supervisors and superintendents in the other counties. He told me that he had sent the names you requested.

I regret that I will not get to New York but I have a full week of commitments and it seems an impossibility.

As well as enjoying the institute, it was so nice to have the close association with you and Mary for the week. I have certainly learned to love both of you and will always cherish the memories of the few that I was able to attend.

Sincerely,

Nelle

(Mrs.) Nelle C. Hause
Reading Consultant

NCH:frw

FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND
SECONDARY EDUCATION
SHELLEY S. BOONE
DIRECTOR

March 3, 1970

Dr. Eldonna L. Evertts
Director, Institute for State
Supervisors of English & Reading
145 South Western Avenue
Champaign, Illinois 61820

Dear Eldonna:

It will be impossible for me to participate in the New York Institute due to heavy scheduling, that somehow gets planned for me. In addition to this, our out-of-state travel budget has been drasticallly reduced.

I am happy to hear such good things about your institutes. Ina and Bernice thoroughly enjoyed the one in Mobile. I helped with the NCTE Spring Institute here the following week. It was most helpful to the participants.

Best Wishes always,

Kittie Mae

(Mrs.) Kittie Mae Taylor
Consultant, English Language Arts

KMT:rst

EWELL J. PAIRE
COMMISSIONER

ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
STATE HOUSE ANNEX
CONCORD 03301

March 3, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute in English
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Now that I have finished "wading through" the mail that accumulated during my stay in Mobile, I can begin to look back and think about the program of that week. When the end of the week arrived, I am afraid that the focus of my attention was "home", and I didn't really have an opportunity to congratulate you on your direction of such a worthwhile and well organized institute.

I have already had occasion to utilize the new information - and attitudes - that I acquired in Mobile!

Thank you for allowing me to be a "carpet bagger" at the Mobile Institute. I wish that all meetings were as meaningful.

Sincerely,

Cynthia

(Miss) Cynthia E. Mowles
Consultant, Elementary Education

CEM:kmm

FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

JOSEPH W. CRENSHAW
ASSISTANT COMMISSIONER
CURRICULUM AND INSTRUCTION

March 4, 1970

Dr. Eldonna Evertts
Director
EPDA Institute and Fellowship Program
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

It is with much regret that I inform you I shall be unable to be a participant at the New York Institute March 23-27 but there is a moratorium on travel at this time.

I heard glowing reports about the Mobile Institute. Certainly Dr. Shuy's points on dialect are relevant for Florida's Migratory Children.

It was indeed a privilege to have been selected as a participant. I trust that this will reach you in time to accept a person currently on your waiting list.

With every good wish.

Sincerely,

Charlotte C. White

(Mrs.) Charlotte C. White
Consultant
Migrant Education

CCW/ab

EPDA INSTITUTE and FELLOWSHIP PROGRAM FOR STATE SUPERVISORS OF ENGLISH AND READING

University of Illinois 1102 College Court Urbana, Illinois 61801

Eldonna L. Evertts, *Director*
Associate Professor of Elementary Education
University of Illinois
Assistant Executive Secretary
National Council of Teachers of English

Robert F. Hogan, *Associate Director*
Lecturer in English
University of Illinois
Executive Secretary
National Council of Teachers of English

March 4, 1970

Mr. Gary L. Houpt
State Supervisor, English Education
State Department of Education
P. O. Box 697
Dover, Delaware 19901

Dear Gary:

At the suggestion of Rodney Smith, I am sending you a few items about the EPDA Institute for the State Supervisors of English and Reading for your use in preparing the ASEARS Newsletter.

We finished the Mobile Institute, February 2-6, 1970. James Turnipseed was the local director and, of course, he and his committee extended the hospitality so much a part of the Deep South. Camellias were a treat for all. It was Mardi Gras week, too.

Roger Shuy was the instructor for the week. He was practical and most interesting. As you perhaps know, the institute dealt with dialect of the Negro and rural American. Roger discussed the multiple forms of "be" and negative drills in Negro dialect. He emphasized oral work, the need for teachers to listen to the pupil's cry for relevance and participation. The tapes of his research among Negro children in Mississippi added much to his teaching.

Dr. Kenneth R. Johnson, who understands the Negro system of Negro dialect, gave two brilliant lectures. His analysis of native language interference when the Negro child tries to learn standard English, his explanation of how the Blacks leave off the final morpheme sound, how initial "th" is "d" (the, de) final "th" is "f" (both and bof) any many, many points made a most valuable period. He emphasized that standard English should be taught as an alternate dialect, not as a replacement.

Dr. John T. Lamendella, how teaching linguistics to the fellows in the EPDA program at the University of Illinois spoke on psycholinguistics. Dr. James McMillan spoke of rural American dialect. Dr. Lynette Gaines spoke on "Teaching the Negro Child to Read." In fact, the variety of speakers was a feature.

Phoenix, in early December, was another interesting institute. There the dialects of the Mexican-American and the American Indian were stressed. Dr. David DeCamp was the instructor. Dr.William Slager spoke on teaching English as a second language and some of the features to be given special consideration. Dr. John Chilcott, an anthropologist, also spoke to us. Dr. Robert Shafer served as local director.

The school visitations at all of our institutes have been most interesting. Many federal programs under way in the states were visited. These innovative programs were a stimulus to the group.

Briefly, this is the lineup of the most recent institutes. We have had excellent comments such as:

> "I consider the entire week to have been a highlight of my professional career."
>
> "The impact will continue to affect the urban programs in my state (Massachusetts)."
>
> "I administer minority programs under several titles and state programs. We need directions and understandings about the culture and language of minority groups. We need to abandon all of the old assumptions about these people. This week (and preceding institutes) has given me new insights, new clues, new directions--and most important, new hope."

These comments are representative ones, Gary. I have enjoyed working with the state supervisors. My chief regret is that all fifty could not have been present at all institutes--an impossible dream, perhaps. But, who knows, perhaps even that dream can be realized for you and your fellow-supervisors.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE:rhg

LOUISVILLE PUBLIC SCHOOLS

DEPARTMENT OF INSTRUCTION
ADMINISTRATION BUILDING
506 WEST HILL STREET
LOUISVILLE, KENTUCKY 40208

OFFICE OF ENGLISH EDUCATION
MILDRED A. DOUGHERTY, SUPERVISOR

March 31, 1970

Dr. Eldonna Evertts
EPDA Institute and Fellowship Program
For State Supervisors of English and Reading
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

I thank you for all your hours of work on the excellent New York Institute and for the opportunity to attend. As time passes, I know I will become aware of even more knowledge and insights gained last week. Even at this short distance I think last week was one of the most profitable I have ever spent in professional study.

Sincerely,

Mildred

Mildred A. Dougherty

MAD:cc

Board of Education of the City of New York

OFFICE OF INSTRUCTIONAL SERVICES
BUREAU OF ENGLISH
131 Livingston Street, Brooklyn, N. Y. 11201 • (212) 596-4912

April 6, 1970

Dr. Eldonna L. Evertts
Director, EPDA Institute
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

Thanks indeed for the kind words in your letter of March 31. All of us enjoyed our participation in the institute, and we were impressed by the rewarding nature of what was accomplished.

Truly, it was a pleasure working with you on this project.

Sincerely,

Jerry

Jerome Carlin
Acting Director

JC:mb

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 — HARTFORD, CONNECTICUT 06115

TEL. 566- 4424

April 7, 1970

Dr. Eldonna L. Evertts
EPDA Institute for State Supervisors
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

I appreciated the opportunity to participate in the New York institute on the Negro and Puerto Rican. I learned a great deal.

I am seriously handicapped by the loss of the materials in my study packet. You may remember that someone took my materials from the meeting room when we were out to lunch on Monday, March 23. They were never recovered at the hotel.

Could you possibly get together a duplicate set of the study packet materials and send them to me? They would be most valuable to me right now while I am still fresh and enthusiastic to follow up on what I have just learned at the institute.

Sincerely,

Kenneth A. Lester

Kenneth A. Lester
Foreign Language Consultant,
Bilingual and ESOL

KAL:jfl

FRANCIS J. KING,
President

E. STANTON KENNEDY,
Vice-President

EDWARD J. CALDWELL,
Secretary

LESTER S. SILVERSTONE,
Supt. of Schools

ANNA M. CAIN,
MRS. MARY LOUISE QUINN,
JOHN OLHA,
Asst. Supts.

BOARD OF EDUCATION
CITY HALL -- 45 LYON TERRACE
BRIDGEPORT, CONNECTICUT, 06604

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ARTHUR A. LUNIN
E. EUGENE SPEAR
MRS. ANNA B. SKANE

ALBERT A. SNYDER,
Director of Maintenance

2

April 7, 1970

Dr. Eldonna L. Evertts
Assoc. Prof. Elementary Education
University of Illinois
Urbana, Illinois

Dear Dr. Evertts,

I have been sharing the marvelous experiences of the New York Institute with our superintendents, ESL teachers, and special subject teachers. It was certainly one of the most rewarding conferences I've ever attended, in terms of diversity of presentations, linguistic review, and professional contacts among the participants. In terms of organization, you are to be congratulated. Everything went off like clockwork.

In retrospect, I am wondering whether or not there is a possibility of receiving credit for having participated in the institute. This would be considered by my Board of Education as credit toward a salary increment, not a degree.

In view of the time spent at the institute, (some 35 hours or so), I thought I would inquire as to the possibility. Please advise.

Thank you for your attention to this matter.

Sincerely,

Virginia Lity

(Miss) Virginia Lity
Language Development Consultant

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

April
Thirteen
1 9 7 0

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
of English and Reading
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

I regret so much my inability to attend the institute. I made my last effort at 6 a.m. Monday morning but could not quite make it. I stayed in bed three days that week and have been a bit draggy most of the time since, but it is spring outside, and I am beginning to react accordingly.

I hope the closing of the last institute will not put an end to the marvelous associations you have made possible for so many of us. It would be difficult for me to describe the value I think I have received. When we multiply this by the number of participants and regions touched by the various institutes, we become aware of the potential for influencing change and strengthening programs.

With kindest personal regards.

Sincerely,

Martha

Mrs. Martha Ellison, Coordinator
Curriculum Development

ME:ws

JOE C. SMITH
ASSISTANT SUPERINTENDENT

G. W. HARRELL
ADMINISTRATIVE ASSISTANT

State of Arizona

Department of Public Instruction

W. P. SHOFSTALL, SUPERINTENDENT

State Capitol
Phoenix

May 1, 1970

Dr. Eldonna L. Evertts
Director
EPDA Institute and Fellowship Program
for State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

The summation of the EPDA Institutes is lying in my desk. I can not file it away until I thank you again for those worthwhile programs. I learned so much about linguistics that I never would have otherwise.

I hope you have a marvelous and relaxing summer.

Affectionately,

Elizabeth

Elizabeth L. Cook
State Reading Consultant

ELC:bw

AREA CODE: 803
PHONE: 285-2001

SOUTH CAROLINA REGION V

EDUCATIONAL SERVICES CENTER

LANCASTER, SOUTH CAROLINA 29720

P. O. BOX 1069
102 E. ARCH ST.

May 4, 1970

Dr. Eldonna Evertts
EPDA Institute and Fellowship Program
For State Supervisors of English and Reading
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Eldonna:

I regret missing the institute in New York. Vic wrote me about the institute. He lamented that few "old timers" were able to make it but was happy to meet your University of Illinois fellows.

While we were in Mobile, I mentioned to both you and Mary that I had submitted a proposal titled Teaching English to the Disadvantaged Student. Would you believe it was funded? I'll be working in a summer training program for the sixteen teacher-participants and in the fall with them in their secondary English classes. It is both an exciting and frightening prospect.

I feel particularly grateful to you all for including me on the visitors' roster for the EPDA/NCTE institutes (as I've told you before). It has honestly been a beautiful in-service experience for me. If I'm still eligible, please consider me for any future institutes.

Since I saw you, I have coordinated an English in-service program for the U. S. C. Desegregation Institute. Many of the sessions have been the result of either ideas gained from state supervisors or the consultants at the institutes.

Why don't you come to South Carolina to help us celebrate our Tri-Centennial? I'll be your personal guide.

Fondly,

Betty H.

Betty H. Hodges

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

May 16, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

It is a pleasure to accept the appointment to the four institutes for State Supervisors of English and Reading to be held during the period from October, 1969, to March, 1970.

Having participated in four of the five held this year, I anticipate with pleasure the valuable information I shall receive in this planned study.

I am enclosing the form for application for a stipend.

Very sincerely yours,

James O. Turnipseed

James O. Turnipseed, Coordinator
Communicative and Fine Arts

JOT:ib

Enc.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

BERNARD F. HAAKE
ASSISTANT COMMISSIONER FOR
INSTRUCTIONAL SERVICES
(GENERAL EDUCATION)

CURRICULUM DEVELOPMENT CENTER
WILLIAM E. YOUNG, DIRECTOR
518: 474-5897

June 8, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

It was good of you to write me on June 3 concerning John P. Madison.

We are indeed glad that he had the opportunity to pursue such important studies at your University during the past months.

As you point out, I am sure that what he gained at Illinois would be of immense help to us here in the Department. Unfortunately for us he is resigning here and is scheduled to return to Illinois next fall. During the few weeks remaining to his stay in Albany, we shall do our best to benefit from his experience with you.

Cordially yours,

William E. Young

WEY:dl

DELTA STATE COLLEGE
CLEVELAND, MISSISSIPPI 38732

J. M. EWING
PRESIDENT

June 9, 1970

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
1102 College Court
University of Illinois
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for your letter of June 3, written to heads of institutions or departments who had a person involved in your program during the past semester.

Our Mrs. Mary K. Whittemore was very highly pleased with your program, and we were happy to have cooperated with you in giving her this opportunity.

It is my opinion that Mrs. Whittemore, who was already a very excellent teacher, will not only contribute more to her classes, but to the total college and area program because of involvement in your Fellowship Program.

Sincerely yours,

J M Ewing

JME/bd

Spokane Public Schools

Administration Building, W825 Trent Avenue
SPOKANE, WASHINGTON 99201

June 10, 1970

Dr. Eldonna L. Evertts
Director
EPDA Institute and Fellowship Program
University of Illinois
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

Thank you for your letter of June 3 and for informing me of the wonderful experience which Donald G. Black has had in the Fellowship Program for state supervisors and department chairmen of English. I know that our School District will benefit as a result of Mr. Black's accomplishments.

Cordially yours,

Albert L. Ayars
Superintendent of Schools

ALA:e
cc: Donald G. Black

APPENDIX D

402/403

EVALUATION QUESTIONNAIRE

EPDA/NCTE Institute

Part I

1. I attended the institute at:

 _____ Lansing _____ Phoenix _____ Mobile _____New York

2. I am:

 _____ State supervisor or state consultant

 _____ Fellow _____ Other participant

3. I would recommend attendance at a similar institute to my colleagues:

 _____ Yes _____ No _____ Undecided

4. The institute (in general) was:

 _____ Excellent _____ Good _____ Fair _____ Poor

5. The general course instruction sessions were:

 _____ Excellent _____ Good _____ Fair _____ Poor

6. The afternoon and evening sessions featuring outside speakers were:

 _____ Excellent _____ Good _____ Fair _____ Poor

7. The evening panel sessions were:

 _____ Excellent _____ Good _____ Fair _____ Poor

8. How do you rate the afternoon writing sessions?

 _____ Excellent _____ Good _____ Fair _____ Poor

9. How do you rate the school visitations?

 _____ Excellent _____ Good _____ Fair _____ Poor

10. The strongest part of the program was:

_____ Lectures by guest speakers
_____ Lectures by course instructor
_____ Small group discussions
_____ Monday evening panel discussion
_____ Wednesday evening panel discussion
_____ Other--Specify _____

_____ Films
_____ Group discussion reports
_____ School visitation
_____ Planned meals--banquet

11. There should be more of the following:

_____ Guest lectures
_____ Small group sessions
_____ Panels
_____ Films
_____ Planned meals--banquet
_____ Other--Specify _____

_____ Question and answer periods
_____ Group discussion reports
_____ Visitation of schools
_____ Evening panels

12. There should be less of the following:

_____ Guest lectures
_____ Small group sessions
_____ Panels
_____ Films
_____ Planned means--banquet
_____ Other--Specify _____

_____ Question and answer periods
_____ Group discussion reports
_____ Visitation of schools
_____ Evening panels

13. The major speeches and instructional periods provided the information I anticipated receiving:

_____ yes _____ no _____undecided

14. The selection of materials in the study packet was:

_____ Excellent _____ Good _____ Fair _____ Poor

15. This type of institute seems to be a good way of assisting supervisors, administrators, or teachers to learn more of current language problems of the underprivileged.

_____ yes _____ no _____ undecided

16. This type of institute seems to be a good way to become better acquainted with language programs in other states.

_____ yes _____ no _____ undecided

17. I expect to use the ideas I gained in the following degree:

_____ not at all _____ very little _____moderately _____heavily

18. The institute (in general) lived up to my expectations:

_____ yes _____ no _____ undecided

19. I encourage the continuation of institutes of this nature:

_____ yes _____ no _____ undecided

Part II

Please indicate your suggestions, comments, and reactions to the following questions. Planning, format, and content should be considered. Your assistance will be very helpful in determining the design and implementation of future institutes and other meetings.

20. What speakers did you especially like, and why?

21. What impact do you think your attendance at the institute will have upon your own professional growth or the local educational scene?

22. Did you attend one of our institutes last year? _____ yes _____ no

If so, what projects, workshops or other activities did you set up based upon information contacts you made during the institute/s? You may write on the other side of this page.

23. What ideas did you find of interest from the members of the panel on Wednesday night?

24. Were the school visitations profitable? _____ yes _____ no

25. Briefly relate some aspect of the institute or knowledge gained that intrigued you.

26. What kind of an institute would you like to have next year?

27. What do you consider to be the chief obstacles preventing supervisors and others from attending the institutes?

28. Optional: Your name, or your state.

APPENDIX E

APPLICATION FORMS

MEMORANDUM TO: Applicants for Institutes and Fellowship

FROM: Dr. Eldonna L. Evertts, Director

RE: Special EPDA Institute and Fellowship Program in English for Speakers of Other Languages or Dialects for State Supervisors of English and Reading

Enclosed are application forms for the special EPDA Institute and Fellowship Program which are to be completed and returned at your earliest convenience.

You will find one of our brochures attached which gives information concerning the program. The expiration date for applications to be received in this office is subject to extension, but applications bearing the earliest postmark will be given preference.

In completing your application forms the following facts will be helpful: The University of Illinois is the institution to which you are applying. The title of the training program or project is "Special EPDA Institute and Fellowship Program in English for Speakers of Other Languages or Dialects for State Supervisors of English and Reading."

The dates of training are from October, 1969 to May, 1970.

Please return your application forms to:

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
University of Illinois
1102 College Court
Urbana, Illinois 61801

ELE:rhg
Enclosure

411

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR ADMISSION

(To Programs supported by Part C and Part D of The Education Professions Development Act)

BUDGET BUREAU NO. 51-R0322
APPROVAL EXPIRES: 6/30/69

INSTRUCTIONS: Type or print, in ink, your answers, and return this form, together with any other forms supplied by the institution or agency to which you apply, to the Program Director, NOT to U.S. Office of Education.

1. NAME OF INSTITUTION OR AGENCY TO WHICH YOU ARE APPLYING

2. NAME OF PROJECT

3. YOU NAME *(First, Middle initial, Last)*

4. HOME ADDRESS *(Number, Street, City, State, ZIP Code)*

5. SEX
☐ MALE
☐ FEMALE

6. AGE
YRS.

7. U.S. CITIZEN
☐ YES ☐ NO

9A. HOME TELEPHONE *(Area Code and Number)*

8. SOCIAL SECURITY NUMBER

9B. OFFICE TELEPHONE *(Area Code and Number)*

10. YOUR PRESENT EMPLOYMENT *(Check one)*

a. ☐ I AM EMPLOYED IN A SCHOOL, LOCAL OR STATE EDUCATION AGENCY, COLLEGE OR UNIVERSITY *(Complete the remaining items on this form)*

b. ☐ I AM NOT EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE *(Omit items 10 through 18 and specify your employment here)*

11a. NAME OF EMPLOYER

11b. ADDRESS *(Include ZIP Code)*

12a. NAME AND TITLE OF YOUR IMMEDIATE SUPERVISOR

12b. ADDRESS *(Include ZIP Code)*

13. LIST YOUR PRESENT SCHEDULE OF COURSES TAUGHT, PROFESSIONAL ASSIGNMENTS, ETC.

COURSES TAUGHT OR ASSIGNMENTS	GRADES	% TIME PER WEEK

14. LEVEL OF SCHOOL *(or System)*

☐ PRE-SCHOOL
☐ PRE-SCHOOL AND ELEMENTARY
☐ ELEMENTARY
☐ JUNIOR HIGH
☐ SENIOR HIGH
☐ JUNIOR-SENIOR HIGH
☐ ELEMENTARY AND SECONDARY
☐ POST-ELEMENTARY VOCATIONAL SCHOOL
☐ COLLEGE OR UNIVERSITY
☐ ADULT EDUCATION

15. TYPE OF SCHOOL *(or System)*

☐ PUBLIC
☐ PRIVATE, CHURCH-RELATED
☐ PRIVATE, NOT CHURCH-RELATED

16. NUMBER OF STUDENTS ENROLLED *(If you serve a single school)* ROUNDED TO NEAREST 500

17. TITLE OF YOUR POSITION

18. IF YOU ARE PREPARING FOR EMPLOYMENT IN THE FIELD OF EDUCATION FOR THE FIRST TIME, OR AT A DIFFERENT SCHOOL OR LEVEL, OR FOR A DIFFERENT ASSIGNMENT, SPECIFY HERE

19. SUMMARIZE YOUR YEARS OF EXPERIENCE IN TEACHING OR RELATED WORK:

SUBJECTS OR ASSIGNMENTS	LEVEL *(Elem., secondary, etc.)*	YEARS OF EXPERIENCE	SUBJECTS OR ASSIGNMENTS	LEVEL *(Elem., secondary, etc.)*	YEARS OF EXPERIENCE

20. EMPLOYMENT RECORD — LIST YOUR PLACES OF EMPLOYMENT IN TEACHING OR RELATED WORK DURING THE LAST 5 YEARS
(Start with your present or last position and work back)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

21. WHAT COLLEGES AND UNIVERSITIES HAVE YOU ATTENDED? *(Exclude attendance at institutes or programs you list in items 21 and 22)*

NAME OF INSTITUTION	DATES ATTENDED	DEGREE	MAJOR	MINOR(S)

22. HAVE YOU PREVIOUSLY ATTENDED AN NDEA INSTITUTE, A NATIONAL SCIENCE FOUNDATION INSTITUTE, AN ARTS AND HUMANITIES INSTITUTE, OR A PROSPECTIVE OR AN EXPERIENCED TEACHER FELLOWSHIP PROGRAM? ☐ YES ☐ NO *(If yes, specify each)*

NAME OF SPONSORING INSTITUTION	DATES ATTENDED	SUBJECT FIELD	NAME OF INSTITUTE OR PROGRAM DIRECTOR

23. DESCRIBE ANY OTHER SIGNIFICANT ACADEMIC EXPERIENCES YOU HAVE HAD IN THE SUBJECT FIELD OF THIS INSTITUTE OR PROGRAM *(such as summer programs, workshops, or seminars):*

24. DOES YOUR PRESENT EMPLOYMENT INVOLVE THE TEACHING OF SPECIAL CLASSES FOR PHYSICALLY OR MENTALLY HANDICAPPED CHILDREN AND YOUTH, OR THE SUPERVISION OR ADMINISTRATION OF SUCH SPECIAL CLASSES? ☐ YES ☐ NO

IF YES, INDICATE WHETHER THE SCHOOL IS:

☐ EXCLUSIVELY OR PRIMARILY FOR THE HANDICAPPED,

OR

☐ ONLY INCIDENTALLY FOR THE HANDICAPPED

25. WHAT TEACHING CERTIFICATES OR OTHER CREDENTIALS DO YOU HOLD? *(Indicate type, level, subjects, etc.)*

26. **I CERTIFY** that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

DATE	SIGNATURE OF APPLICANT

U. S. GOVERNMENT PRINTING OFFICE : 1969 O - 332-390

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR A STIPEND

(Part C, Part D, or Part E, The Education Professions Development Act)

BUDGET BUREAU NO. 51-R0591
APPROVAL EXPIRES: 12/31/70

Individuals who attend training programs under the provisions of Part C, Part D, or Part E of the Education Professions Development Act are eligible in most cases to receive stipends, plus dependency allowances, for the period of attendance. Specific information on applicable stipend rates and dependency allowances will be furnished to you by the Director of the Program to which you apply.

Please type or print in ink and return this form to the Program Director, NOT to the U.S. Office of Education.

YOUR NAME *(First, Middle initial, Last)*	YOUR PERMANENT OR HOME ADDRESS *(Number, Street, City, State, ZIP Code)*

NAME OF INSTITUTION OR AGENCY TO WHICH YOU ARE APPLYING	TITLE OF TRAINING PROGRAM	DATES OF TRAINING	
		FROM	TO

DEPENDENCY ALLOWANCES

INSTRUCTIONS: You may claim dependency allowances for:

(a) Your spouse, if he or she does not earn more than $600 per year, AND
(b) Those persons claimable as dependents by you *(or jointly by you and your spouse)* for Federal Income Tax purposes.

EXCEPTIONS: You may NOT claim an allowance for any person who is either receiving funds, or who is claimed as a dependent of another person who is receiving funds, from this or any other program of Federal educational assistance, unless such funds are received as a loan or in connection with a program of work-study.

OBLIGATION TO REPORT CHANGES IN DEPENDENCY ALLOWANCES: Any change which occurs *(prior to completion of the training project)* in the number of dependency allowances which you are claiming in this application, must be reported to the Program Director for an appropriate adjustment.

CERTIFICATION OF CLAIM

IN ACCORDANCE WITH THE FOREGOING INSTRUCTIONS *(Check the one which applies)*

☐ I CLAIM NO DEPENDENTS

☐ I CLAIM THE FOLLOWING DEPENDENTS

NAME OF DEPENDENT	AGE	RELATIONSHIP	NAME OF DEPENDENT	AGE	RELATIONSHIP
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

I CERTIFY, under penalty of law, that I have claimed dependency allowances in accordance with the instructions on this form, that the information provided by me is true and complete to the best of my knowledge and belief, and that I understand my obligation to report any change in the number of dependency allowances claimed herein.

SIGNATURE OF APPLICANT	DATE

APPROVED:

SIGNATURE OF PROGRAM DIRECTOR	DATE

OE FORM 7213, 1/69

REPLACES OE FORM 4404, WHICH IS OBSOLETE

GPO : 1969 O - 332-393

(date)

Dr. Eldonna L. Evertts
EPDA Institute and Fellowship Program
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I accept the invitation to become a participant in the Special EPDA Institute and Fellowship Program for State Supervisors of English and Reading.

I plan to attend the following Institutes and/or Fellowship Program.

_____ Lansing, Michigan, October 13-17, 1969
_____ Phoenix, Arizona, December 8-12, 1969
_____ Mobile, Alabama, February 2-6, 1970
_____ New York, New York, March 23-27, 1970
_____ Fellowship Program, February 9-May 29, 1970

Sincerely yours,

(signed)

SUPPLEMENTARY QUESTIONNAIRE

Regional Conferences and Fellowship Program

(your name)

Care in filling out this questionnaire can speed approval of your request and insure a meaningful regional conference and fellowship program. Use the other side of these sheets if necessary.

A. For what segment/s of the current EPDA project are you applying?

_____ Regional Conference/s or Institute

Check conference you wish to attend:

Lansing _____

Phoenix _____

Mobile _____

New York _____

_____ Rellowship

B. Present Position.

1. Are you currently employed or will you be employed for the 1969-1970 school year as state supervisor or its equivalent in the area of English and/or reading?

_____ yes _____ no

2. If you are not currently employed as a state supervisor of English and/or reading, what is the nature of your current position?

3. Title of present position and employing agency:

C. Your Recent and Past Educational Experiences:

1. During the last four years, what college courses, workshops, or conferences have you participated in that relate directly or indirectly to your present position in the state department of public instruction or to the position you contemplate?

2. As you recall without referring to a transcript, please list the language, dialect, English, and reading courses you had in undergraduate, and if pertinent, graduate school.

3. What are the responsibilities and duties of your present position? Include in your description whether you are responsible for English education or reading or both.

D. Why do you wish to attend the regional conference? the fellowship program?

E. What do you see yourself doing five years from now?

FELLOWSHIP INFORMATION

(Answer any one of the following which is appropriate for you.)

1. Are you currently employed in a state department of public instruction with plans for a semester leave?

_____ yes _____ no

If yes, explain.

2. Have you been told you will be hired by a state department next year?

_____ yes _____ no

If yes, explain.

3. Are you applying to the fellowship as an individual person cooperating and working with your state supervisor of English or reading?

_____ yes _____ no

If yes, state clearly your role as a member of your state team and any project or activity you plan to develop in cooperation with your state department of instruction.

FELLOWSHIP LETTER OF RECOMMENDATION

One letter of recommendation from your state supervisor of English or reading or other person in the department of public instruction is required. A sample letter is given below. You may get this letter and return to us with your application, or have your state supervisor of English or reading mail the letter directly to us.

date

Dr. Eldonna L. Evertts, Director
EPDA Institute and Fellowship Program
1102 College Court
Urbana, Illinois 61801

Dear Dr. Evertts:

_____ has been approved by
name
_____ State Department of
state
Public Instruction as a candidate for the Fellowship Program. He (1) has been given a leave of absence from the State Department of Instruction for the semester, (2) will be employed by the State Department after the Fellowship, or (3) is cooperating in the field of English and reading with the State Department and at present is _____

_____.

Sincerely yours,

position

address

GENERAL INFORMATION
CHECKLIST

Name _____

Present Employer_____

Title of Position_____

INSTITUTES OR FELLOWSHIP:

_____Michigan

_____Arizona

_____Alabama

_____New York

_____Fellowship

_____Fellowship

Forms:

	Mailed	Received
Brochure	_____	_____
Memo for Application	_____	_____
Application for Admission	_____	_____
Confidential Evaluation	_____	_____
Supplementary Questionnaire	_____	_____
Letter of Recommendation	_____	_____
Letter of Acceptance	_____	_____
Application for Stipend and Dependents	_____	_____
Admission Card (IBM)	_____	_____

State Supervisor_____yes; _____no

_____English _____Reading

Other position in State Department

_____yes; _____ no

Specify:_____

Future appointment indicated

_____yes; _____ no

Specify:_____

Evidence of Employment for next academic year:

_____yes; _____ no

Social Security Number:

_____yes; _____ no

Number of Dependents_____

APPENDIX F
NEWSRELEASE AND PROMOTIONAL MATERIAL

EPDA INSTITUTE AND FELLOWSHIP ON ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

FOR STATE SUPERVISORS OF ENGLISH AND READING

NCTE and the University of Illinois will cosponsor a Special Institute and Fellowship Program under the Education Professions Development Act (EPDA) for state supervisors of English and reading. The project is directed by Eldonna L. Evertts, Assistant Executive Secretary, NCTE, and Associate Professor of Education University of Illinois. Robert F. Hogan, Executive Secretary of NCTE, and also a member of the faculty of the University of Illinois, will be the associate director. The practicum director will be Mary L. Mielenz, University of Nebraska.

Both the institutes and the fellowship program are designed to assist state supervisors of English and reading to meet the critical issues in language development and language use encountered by the preschool child and the disadvantaged pupil, especially in the areas of early language learning and differences in dialect.

During the 1969-70 academic year, the Institute will consist of four regional conferences held in the south, southwest, north, and east. These conferences will focus on language learning and differences of dialect that exist in the rural south, the problems of the migrant worker in the north, and the language problems of the disadvantaged pupil in the inner cities of large metropolitan areas.

The Fellowship Program to be established during the second semester during the 1969-70 academic year at the University of Illinois will provide further assistance to selected state supervisors and to those preparing for appointments in state departments of education to meet the responsibility of coordinating educational programs and providing for improvement in instructional practices. Fellows will attend one of the regional institutes held during the semester.

State supervisors of English and reading or other staff personnel in state departments of instruction desiring to be placed on the mailing list to receive information regarding this project should write to Dr. Eldonna L. Evertts, Director, Institute and Fellowship on English for Speakers of Other Languages, University of Illinois, 57 East Armory Street, Champaign, Illinois, 61820.

ELE:rhg

MEMORANDUM TO: State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: Your participation in EPDA

The EPDA Institute for 1969-1970 has been designed for State Supervisors of English and Reading. Because some of you may have the idea that the focus has changed, I want you to know that the major purpose is to give you, the state supervisors of English and reading, information, techniques, and understandings of English problems on a broader basis.

Often the emphases have been on the brighter pupil, but the real problems of the disadvantaged, the drop-out potentials, the dialectally handicapped need much more of everyone's attention.

The course of instruction and the focus of the speakers will be on the development of English and reading programs and curricula for all levels of ability. Stress will be given to providing for individual differences within the average classroom. This institute will not be geared to an isolated population. I mention this because several of you have asked whether this institute is narrowed for only a certain group. I feel that next year should round out a fine two-year study of English and reading for you as state supervisors of English and reading.

If you desire further information please write me. I am looking forward to having you with us next year.

Mailing address:

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

ELE:rhg

3201 South 30th Street
Lincoln, Nebraska 68502

H E L L O !

To whom?	State Supervisors of English and Reading!
From whom?	This is a switch. Mary, not Eldonna is writing the big news and letting the cat out of the bag, too.
How come?	Well, November 1 is the deadline for proposals to be in Washington, D.C. And Lansing is the only Institute where we can help each other draft proposals for work shops or consultation programs in each of your states. So if you want help and a sharing of thinking please get to Lansing.
So what?	Now, this is important!! Because you have had a year studying the Dartmouth Seminar books and have heard the varied lectures, it seems plausible for Eldonna to try to set up an Institute in England. Yes, you read me, I said England.
Are you kidding?	Not a bit! Nor am I pulling your leg. Several of you have said after seeing the British films, reading the books, hearing the lectures: "Now if we could just have a chance to see it all in action in England."
Do you think we're made of money?	Of course not. But when you set up proposals in Lansing for your states you could include funding plans for some visitation in England. Eldonna knows the ropes.
Isn't that just a drop in the bucket?	Could be. But several drops make a quart. And with plane chartering, off season prices for hostelries and other services, well, it's not so fabulous and it could be something you can afford.
But who can get away for more than a week?	You can, if you use your head. You'd want two weeks abroad. Eldonna would try to get the funding increased in her proposal. And you'd get two weeks of pay for you and your dependents.

So? We need you in Lansing. It will pay you to help plan to be a part of all this. Your status in your states, your first-hand knowledge of British schools, your better background in English literature. Well--you know what I mean.

But? A great big BUT! If you are interested in visitations of schools in England, if you want to ready a proposal that will dovetail your British planning, you should

COME
TO
LANSING.

And then what? Dreams and plans are like aiming at the moon, I guess. Some say these things can't be done but I'm no skeptic anymore.

Is it all for real? Indeed yes!! Be seeing you in Lansing October 13-17. We need you there and I hope you need us, Cheerio!

Enthusiastically,

Mary L. Mielenz

P.S. If you already know that you will not be attending the Lansing Institute and that someone else is representing your state, please send them this letter. This is the only notice which is being sent.

Send application for Lansing to:

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
of English and Reading
College of Education Building
Room 399
Urbana, Illinois 61801

MEMORANDUM TO: State Supervisors of English and Reading, and Others.

FROM: Eldonna L. Evertts, Director

REGARDING: New York Institute

The institute to be held in New York City, March 23-27, marks the last of the series we have had under both NDEA and EPDA. Unfortunately, as you know, support for this kind of institute has been discontinued by the United States Office of Education. However, it is possible for someone in your state to still avail himself of the privilege of attending the coming institute at the New Yorker Hotel.

The institute will begin with an informal reception on Sunday evening, March 22, and continue through Friday afternoon, March 27. Dr. Albert Marckwardt of Princeton University will be the course instructor. During the week we will look closely at language development and its influence upon successful school achievement, especially in English and reading. We will look in particular at the problem of the urban Negro and Puerto Rican. A highlight of the institute will be an opportunity to visit a number of schools in the New York area.

A few openings still remain for this institute and I am hopeful that you will be able to send me the name of someone in your state department or in the public school system who might like to attend. If so, complete the information at the bottom of this page and forward to us as soon as possible. Recommendations for the remaining openings will be processed as they are received in this office. Persons accepted will receive a stipend of $75.00 plus $15.00 for each dependent.

ELE ib

Please send invitation to the following person/s to attend the New York Institute:

Recommended by: _____ (your name)

_____ (position)

END 11-25-70